

Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development, empowering them to reach their full potential



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09 Early years practice procedures

09.08 Intimate care, nappy changing & Toileting/training

Children will be accepted into the setting in nappies providing parents/carers abide by our nappy changing procedures, this includes taking away and disposing of your child's wet or soiled nappies.

- Failure to do this and provide nappies and resources for changing your child will lead to the pre-school contacting you to return and change your child.
- Staff at the pre-school are happy to assist in toilet training (*see Toilet training*) but you must provide spare clothes for your child. If we send your child home in our spare clothes, please wash and return these as soon as possible. The parent/carer must again be contactable to return to the pre-school if necessary.
- Wherever possible, key persons undertake changing young children in their key groups; buddies may also change them if the key person is absent.
- Changing areas are warm, appropriately sited and there are safe areas to lay young children if they need to have their bottoms cleaned.
- If children refuse to lie down for nappy change, they can be changed whilst standing up, providing it is still possible to clean them effectively.
- Each young child has his/her own bag to hand with their nappies/pull ups and changing wipes provided by the parent/carer.
- Key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- They are encouraged to wash their hands following every nappy change and have soap and paper towels to hand.
- Anti-bacterial hand wash liquid or soap should not be used by young children, as they are no more effective than ordinary soap and water.
- Key persons are gentle when changing and avoid pulling faces and making negative comments about the nappy contents, at any time throughout the day.
- Wipes or cotton wool and water are used to clean the child. Where cultural practices involve children being washed and dried with towels, staff aim to make reasonable adjustments to achieve the desired results in consultation with the child's parents. Where this is not possible it is explained to parents the reasons why. The use of wipes or cotton wool and water achieves the same outcome whilst reducing the risk of cross infection from items such as towels that are not 'single use' or disposable.
- Key persons do not make inappropriate comments about young children's genitals when changing their nappies.
- Older children use the toilet when needed and are encouraged to be independent.
- Key persons are responsible for changing where possible. Back-up key persons take over in the key person's absence, but where it is unavoidable that other members of staff are brought

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in, they must be briefed as to their responsibilities towards designated children, so that no child is inadvertently overlooked and that all children's needs continue to be met.

- If young children are left in wet or soiled nappies/pull-ups in the setting, this may constitute neglect and will be a disciplinary matter.

Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables. If there are limitations for nappy change areas due to the lay-out of the room or space available this is discussed with the setting manager's line manager so that an appropriate site can be agreed that maintains the dignity of the child and good hygiene practice.

- Young children are changed within sight or hearing of other staff whilst maintaining their dignity and privacy at all times. Where the layout of the setting makes this difficult to achieve, the setting manager completes a risk assessment to ensure that alternative arrangements are in place
- Members of staff put on aprons before changing starts and the area is prepared, gloves are always worn when changing any child's nappy.
- All members of staff are familiar with the hygiene procedures and carry these out when changing nappies.

Nappy changing records.

- Key persons record when they changed the child, attaching a label to the nappy sack with the time, date and whether the nappy was wet or soiled. When the child has passed a stool we will record on the child's care diary on Tapestry if there was anything unusual about it e.g. hard and shiny, soft and runny or an unusual colour and communicate this with the parent when they collect.
- A stool that is an unusual colour can usually be related to the food that was eaten, so it is important that this is noted. However, a stool that is black, green or very white indicates a problem, and the child should be taken to the doctor.
- Very soft, watery stools are signs of diarrhoea; strict hygiene needs to be carried out in cleaning the changing area to prevent spread of infection. The parent should be called to inform them, and that if any further symptoms occur they may be required to collect their child.
- Nappy charts are completed.
- Sometimes a child may have a sore bottom. This may have happened at home as a result of poor care; or the child may have eaten something that, when passed, created some soreness. The child also may be allergic to a product being used. This must be noted and discussed with the parent and a plan devised and agreed to help heal the soreness. This may include use of nappy cream or leaving the child without a nappy in some circumstances. If a medicated nappy cream such as Sudocrem is used, this must be recorded as per procedure *04.2 Administration of medicine.*

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Toilet training

At Sticky Fingers Pre-school we see toilet training as a self-care skill to support children's health, wellbeing and development that children have the opportunity to learn at an appropriate time with the full support and non-judgemental concern of adults.

We ensure that children are fully settled and secure within the preschool environment before we introduce toilet training and children are never forced to go on the potty or toilet as we recognise this could have a detrimental effect.

Sticky Fingers Pre-school are aware that all learners need open access to clean, well-stocked and safe toileting provision and that some learners may require assistance from members of staff for personal care, including toileting, either due to the age and developmental level of the student, or as a result of disability or medical need.

It is unusual for a child to be ready to be potty trained much before their second birthday and for some children it can be a lot later. Please do not be concerned if your child shows no signs of being ready yet.

When your child does start to show signs that they are becoming aware of their bodily functions your child's key person will arrange a convenient time to set next steps for potty training with you and discuss your plans for potty/toilet training your child.

Whilst the setting cannot be expected to potty train your child, we will support you and your child through the process. It is very important that we work together so as not to confuse or upset your child. Many parents have various techniques for potty training, some like to use a potty, then progress to a trainer seat whilst other children prefer to go straight to using a trainer seat, some use pull ups, others don't. There is no right or wrong way so long as the technique you use is right for your child.

It is important however to remember that when your child is in our care we cannot support certain methods. For example, allow a child to wander around with no clothes on. We have to consider the other children in our care and such methods are not appropriate due to safety and hygiene reasons as well as not being respectful to the privacy of the child who is potty training.

Some children take to potty training overnight, for some it is a longer process, the most important thing is that we work together to give your child the support and reassurance they need during this period.

Signs to look out for to hint that the child may be ready to begin to potty train include:

- Showing interest in the toilet/potty
- They can follow simple instructions
- Able to sit themselves on the potty and get up again
- Starting to show signs of awareness of when they have done a wee or a poo

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- Showing awareness that other family members and peers don't wear nappies, and that they use the toilet

Introducing the toilet/potty

- We understand that potty/toilet training can be a very daunting process for families. We will support families by discussing expectations of potty training and work with parents towards toilet training to support each individual child, unless there is a developmental or medical reasons why this may not be appropriate at the time.
- Children with additional needs may not show reliable signs of awareness. Potty training should not be delayed; it is much harder to achieve when the child is older.
- It is helpful for the same approach to be taken at home and in the early years setting, including using the same words for wee/poo/potty/toilet etc.
- We will provide information to support toilet training such as ERIC's guide's to Potty Training and toileting, where necessary.
- We ensure that children's individual needs are identified and met and that we respect families' cultural preferences.
- During the transitional period, it is paramount that each child's self - esteem and confidence remains high. We ensure that potty training is a positive experience; family and child feel supported throughout.
- Children training will be gently encouraged to take an interest in using the toilet/potty, being encouraged to sit on the toilet/potty every time they are changed. A record of each nappy change will continue to be logged on the nappy changing sheet.
- Once they are ready, children will transfer from nappies to underwear and escorted to the toilet regularly. Children will be reminded to go to the toilet every 20-30 minutes by a member of staff and a record will be kept on their toileting throughout the day.
- Children new to free flow toileting will be shown the toilets and visual prompts for handwashing, wiping and toilet flushing are present in the toileting area.
- We ask parents to ensure there is always 3 full sets of spare, labelled clothes in your child's bag in case your child needs to be changed on more than one occasion. (The pre-school will not accept responsibility for unlabelled lost items).
- Parents will be asked to dress their children in sensible clothing, easy to take on and off independently, no dungarees, belts or tricky buttons.
- Toilet accidents will be dealt with sensitively, although children will be encouraged to undress and redress themselves, staff will be there to offer support and offer reassurance.

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Staff members are gentle when changing children and do not pull faces or make negative comments.

- Staff are happy to change a child following a toilet accident as many times as needed to support their toilet training. Children need to experience wet underwear as part of this learning process.
- If persistent accidents continue, we may advise that you may need to delay potty training for a short while and resume at a later date based on the child's age and stage of development.
- Soiled clothes or underwear will be put into a nappy sack into the child's bag.
- Toilet accidents are recorded on the nappy changing chart and used to record what time, date and who has changed the child, indicating whether this was wet or soiled and this information is available on request if needed.
- Where possible, the child will be changed by their key person/buddy. Whilst in our care, only Sticky Fingers Pre-school staff members with a full enhanced DBS check which is on the update service will change children.
- We do not allow anyone on work experience to change nappies or toilet children.
- We provide support to families with information and signposts to sources of further information about bladder and bowel health and potty training such as ERIC website – www.eric.org.uk, and ERIC's Helpline (0845 370 8008).

Delivery:

We will ensure that

- Suitable facility is offered – either potty, or toilet with suitable foot support and toilet seat insert. The child needs to sit with feet flat and firmly supported, knees above hips. In order to help your child become independent in going to the toilet, we provide a potties within the cubicles (which will be disinfected after each use), toilet trainer seat, if necessary (again, disinfected after each use), a step for the toilet and wash basin.
- Staff will ensure toilet areas are kept clean and tidy throughout the session.
- Handwashing good hygiene practices when toileting are promoted within the setting, the children have free flow access to handwashing.
- Boys to be guided to sit down to wee:
 - In the early stages children cannot differentiate between the need for a wee and the need for a poo. If they wee standing up, they may hold onto the poo and can easily become constipated.

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- The correct mechanism of weeing is triggered by relaxation – it is much easier to relax when seated.
- They may empty their bladder better sitting down.
- It is more hygienic as they are less likely to wee on the floor/over the toilet seat.
- Optimum timing for toileting is observed –
 - toilet visits planned for 20-30 minutes after meals (the most likely time for a child to poo)
 - suitable intervals left between prompts to wee (the bladder needs to be full to empty correctly)
 - Fluid intake is optimised – a minimum of 6 to 8 full cups of drink a day, spread evenly across the day.
- We will work with the family to ensure a consistent transition from nappies to pants in one step to avoid confusing the child with a mixture of nappies/pull-ups/pants. N.B. The child will still need a nappy for naps initially.
- We will support family by sharing information regarding products to support transition such as washable, absorbent car seat protector/washable, absorbent pants/children's disposable pads and/or advise about putting nappy over pants for travelling, so if the child wees they are aware of the sensation of feeling wet.
- Staff will maintain calm, supportive approach at all times; children should not be rushed or forced to use the potty against their will. 'Accidents' are to be expected – children learn to recognise the sensation of needing a wee/poo by wetting/soiling.
- All staff and the family will ensure the child is regularly encouraged and praised. N.B. aim to recognise achievable goals such as sitting on the potty when asked to do so.

Communication:

- We will ensure all staff are aware of each child's current stage of potty training to confirm consistent approach.
- We will ensure a record is kept of successful potty/toilet visits as well as wetting/soiling incidents in order to monitor child's progress.
- Regular updates to be shared with parents with the expectation that they will share information about progress at home. Potty training is a joint effort!

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Troubleshooting:

- Staff to be alert for possible constipation; incidence is raised during potty training as some children find pooing into the potty/toilet frightening. See ERIC's Guide to Children's Bowel Problems for further information.
- If toilet avoidance is observed information to be provided - see ERIC factsheet Children who will only poo in a nappy and other toilet avoiders.

Toileting

Introduction

Sticky Fingers Pre-school is aware that all learners need open access to clean, well-stocked and safe toileting provision and that some learners may require assistance from members of staff for personal care, including toileting, either due to the age and developmental level of the student, or as a result of disability or medical need. The main aim of the pre-school is to ensure that the children are safe, secure and protected from harm. We also recognise that not only is it in the best interests of the whole pre-school community to maintain clean, hygienic toilet facilities, but that it is everyone's responsibility to help ensure that they remain this way.

- Members of staff do not wipe older children's bottoms unless there is a need, or unless the child has asked.

Aim

The toileting policy aims to provide a clear framework for staff to ensure the safety and dignity of all learners when using the toilet and for those who need support with personal care, including toileting and continence management. It will also clarify for our families the support they can expect from preschool.

Principles

We respect our children and encourage them to achieve their potential. This includes encouraging them to be as independent as they are able with their personal care. We will ensure that our children are:

- Treated as individuals
- That their right to safety, dignity and privacy is respected
- Involved with and consulted about upkeep of the toilet facilities and about their personal care as far as they are able
- Provided with consistency of care as far as possible

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Our responsibilities

- We will ensure that children have access to clean, well-stocked private and safe toilet facilities.
- We will work with children and their parents/carers to promote bladder and bowel health and maximum possible continence.
- We will ensure that anyone who undertakes intimate care is an employee of the setting and has had appropriate safeguarding checks.
- Only in an emergency would staff undertake intimate care that has not been agreed with the parents/carers. This act of care would be reported to a senior member of school staff and to the parents/carers as soon as possible after the event. The reasons for this and the care undertaken would be documented by the staff member who had delivered the care.
- Any changes in the child's behaviour or appearance will be documented and reported to a senior member of staff, in line with the safeguarding policy.
- Staff will communicate carefully with the children, using their usual communication method, to discuss their needs and preferences. Wherever possible the learner's wishes and preferences will be taken into account.
- We will take into account the religious views, beliefs and cultural values of the children and their family, as well as the child's gender identification and individual physical needs (e.g. stoma care etc) as far as possible in provision of appropriate toileting facilities and when undertaking or supporting required individual personal care.
- We will work with all children to promote positive self-esteem and body image and independence with self-care as far as is appropriate and practical.
- We ensure that all staff are aware of the need for confidentiality. Personal and sensitive information will only be shared with those who need to know.
- We will act according to their safeguarding policy and procedures if there are any concerns for the child's wellbeing.

Parent/carer responsibilities

- Parents/carers must ensure that they provide all relevant information to the setting, as soon as possible, so that the needs of their child can be met. This includes the nature of their child's needs, details of any healthcare professionals involved including specialist nurses, as well as any changes in their medication, care or condition, if necessary.
- Parents/carers must ensure that they work towards their child achieving the maximum possible level of independence at home and work with the pre-school to promote consistency.
- Parents/carers must make sure that school always has required equipment available for their child's intimate care or toileting needs, including spare changes of clothes.
- Parents/carers must ensure that school always has their emergency contact details.

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Child's responsibilities

- To respect the toileting space and others use of that space and right to privacy.
- To let staff know if there is a problem with respect to the toileting/intimate care spaces
- To be as involved as possible in their intimate care To let school staff know when they are aware that they need assistance.
- To let their parent/carer or a trusted member of school staff know if they have any concerns or feel uncomfortable at any time.

Related documentation

When reading this policy please be aware of and refer to the following related documents:

01. Health and safety policy booklet
04. Health policy booklet
05. Promoting positive behaviour, inclusion, equality and valuing diversity policy
06. Safeguarding children, young people and vulnerable adults policy booklet
07. Record keeping policy booklet