

Nappy Changing, Intimate Care and learning to use the toilet (potty training)

EYFS: 3.1, 3.6, 3.27 3.20 3.64

At Wood St Nursery we believe that all children need warm affectionate relationships with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to be cuddled, encouraged, held and offered physical reassurance. We encourage an ethos of respect for children's wishes and expect staff to be tuned into children and seek consent (in an age appropriate form) for all intimate care routines. We recognise at times children will need encouragement to leave their activity for a nappy change etc, but we expect staff to be sensitive to this.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. We also recognise that care routines can be opportunities for building closeness, such as rocking a child to sleep, or wonderful learning opportunities, such as singing and talking while you change a nappy.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis by the child's key person, wherever possible, with the exception of first aid treatment, which must be carried out under the supervision of a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappies will be changed or intimate routines take place behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs

- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm and keep themselves safe from allegations
- Helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines
- Conducting risk assessments on all aspects of the nursery operation including intimate care and review them regularly.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

Supporting children to use the toilet or potty training

How we support our Nursery children to use the toilet reflects the Nursery ethos of being child focused and the principles of the Early Years Curriculum. As with all areas of child development we take the lead from the child. We work in partnership with parents to be responsive to what the child is communicating. The crucial point is that if the child is ready they will be motivated and keen to be successful at learning to use the toilet. We follow the child so that toilet learning happens naturally, then it will be a relatively quick, and positive process. Our thinking is not to train the child but to set up the conditions for the child to learn how to use the toilet.

The conditions are as follows:

-the child needs to see other people using the toilet such as parents or an older child (this must be done at home). They need to be talked to about the process of eating, drinking, digestion, weeing and pooing. This should be done gently positively and informally over time with no stress or pressure.

-the child is communicating that they are ready physically, cognitively and emotionally. This can be anytime between 18 months and over 3 years. Most children are aged over 28 months. It can be easier to do in Summer, when children wear less clothes. There are very many signs that come together to form a picture that the child is beginning to be ready. These includes-

- showing an interest in the toilet and the process
- having longer periods of time with a dry nappy
- telling their carer just before or after that they have done a wee or a poo
- starting to go somewhere on their own to poo in their nappy.
- being able to crouch down/up onto a potty or climb onto/of the toilet

- being able to dress/undress

During the process the adults will-

Recognise that children will need to be helped at first, have easy access to the toilet/potty and will gradually become more independent as their skill and confidence grows.

-be responsive to the child and trust them. Although we may occasionally ask the child if they need the toilet, we do not have a routine or keep asking them often.

-create a positive environment. We do not worry about accidents, but support the child to sort out their own wet clothes. We gently praise a child who has successfully used the toilet. We do not over praise as the child tends to be pleased with their own success. External rewards stickers are not used or needed as the child is self-motivated.

Above all we respond to what the child is communicating. If they resist using the toilet, have lots of accidents or seem unhappy with learning to use the toilet, it is important to return to nappies until the child communicates they are motivated again.