BARNET EYSEND

GUIDANCE ON

NAPPY CHANGING

In Early Years Settings



Barnet Early Years SEND Advisory Team is committed to supporting early year's settings to move to more inclusive environments for children with a variety of special educational needs and disabilities. This Document has been produced by Barnet Early Years SEND Advisory Team.

Guidance on Nappy Changing in Early Years Settings

Introduction

As part of the inclusive practice in your early years setting there will be times when you will need to include children who may not yet be toilet trained. We have devised the following guidance to help you, which is based on good practice, and draws upon information contained in a variety of publications (including Full Day Care: Guidance to the National Standards (OFSTED) and Good Practice in Continence Services (Department of Health).

In publications on which this guidance is based, it is clear that:

'arrangements should be put in place to ensure children are not excluded from normal pre-school and school educational activities, solely because they are incontinent.'

It is important to bear this in mind regarding pre-school children who are not yet toilet trained. As an early years setting you will need to develop your own policy based upon this guidance (and any other appropriate guidance available to you) and taking into account the individual need/circumstances in your own setting.



It is important to remember the following:

- **Wetting**
  Enuresis (wetting) is very common and incontinence fairly common amongst pre-school children (and at school entry).
- **Rate of development**
  Typical child development involves the gradual acquisition of faecal and urinary continence. The rate at which children develop bladder and bowel control varies and is influenced by cognitive ability and various family and socio-cultural factors.
- **'Being late'**
  Although 'being late' coming out of nappies is by no means necessarily associated with cognitive difficulties, it is likely that children with global developmental delay will be particularly late in this respect.
- **A physical condition?**
  Children may have a physical condition that hinders continence. Some children may develop secondary enuresis or

encopresis (soiling) as behavioural response to emotional difficulties. Early years settings should, wherever possible, be able to care effectively for children with these conditions. Children should not be excluded from any educational activities solely because of a manageable condition.
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Guidelines

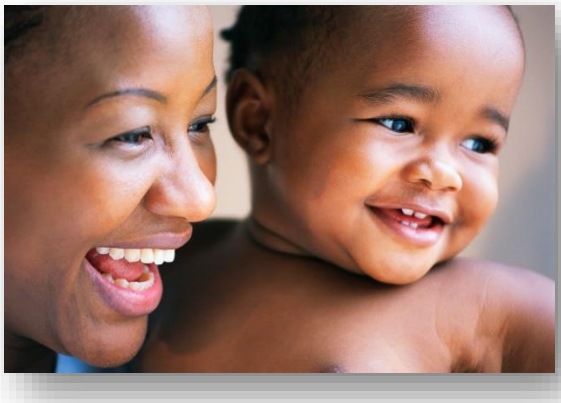
- Settings may wish to identify a lead member of staff for nappy changing. This is not to say that this person would have sole responsibility for changing nappies, but they could deal with any concerns that arise, and oversee record keeping. (This person could also have responsibility for other medical needs, such as medication).
- Staff should meet with parents/carers to discuss the child's needs and their approach to nappy changing. Staff should be aware of cultural and religious practices and the wishes of the parents/carers. Wherever possible, to avoid distress or confusion to the child, practice should be the same at home and in the setting. However, parents/carers should appreciate that it is not feasible for staff to use reusable nappies in settings.



- Staff should obtain written consent to change nappies from parents/carers.
- Some staff may believe that two members of staff need to be present during nappy changing for wet or dirty nappies. This is not the case, and is not a good use of staff resources. The important thing is that parents/carers are made aware of a setting's arrangements for nappy changing and are happy with these. Staff should reassure parents/carers as appropriate (e.g. that all staff have an enhanced CRB check). However, you need not bring up child protection as an issue if the parents/carers do not – you may simply cause them to worry unnecessarily about something that had not been an issue for them.
- Students should not change nappies. However, where a student is on a long term placement the setting may decide to allow them to do so when supervised at all times by a permanent member of staff, and only then with parents'/carers' consent. This is to ensure the privacy of the child and restrict the

number of adults undertaking aspects of personal care such as nappy changing.

- Each child should have his/her own named basket/container for nappies/spare clothes.
- There should be a separate nappy changing area within the toilet facilities with an appropriate changing table. Staff should wash their hands with hot water and an appropriate soap/hand cleaner both before and after nappy changing. Gloves should be worn while nappy changing. The changing table should be cleaned after each use with an appropriate disinfectant and the nappy should be disposed of hygienically in an appropriate container. Any spillages must be cleaned up immediately.



- Staff should be mindful of the need to preserve the dignity of the child (e.g. do not allow other children to watch nappy changing).
- Staff should record times/frequencies of nappy changing and note any concerns (e.g. unusual bowel movement), which should be reported to parents/carers when the child is collected.
- An adequate supply of nappies must be kept on the premises at all times. Where parents/carers provide the nappies, staff should notify them will in advance when the stock is depleting.
- Settings should consider strategies for supporting children in developing independence – either through toilet training in partnership with parents/carers, or through independent use of incontinence pads and catheters.
- For some children it will be important to write a Health Care Plan

Further advice

For further advice and support in this area, early years settings may contact their SEND Advisor or through their SEND Advisor, the Specialist Team.

Settings may wish to adapt this guidance for their own use. It should be approved by governors and/or management committee and made available to all parents/carers.