

**CHC Community Services
Training Package Version 1**

CHCECE003 Provide care for children

**Learner guide
Version 1**

**Training and Education Support
Industry Skills Unit
Meadowbank**



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SAMPLE

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About this unit

This unit describes the skills and knowledge required to **ensure the child's** physical and emotional wellbeing is maintained and their self-sufficiency is nurtured.

Underpinning this unit is knowledge of the relevant National Quality Standard quality areas, standards and elements, sections of Education and Care Services National Law and Regulations, and aspects of the relevant learning framework, including;

Guide to the National Quality Standards

Belonging, Being and Becoming: The Early Years Learning Framework for Australia

Additionally, whilst studying this unit you will need to access a range of other resources and documents, including;

The Early Years Learning Framework Professional Learning Program Newsletters

Mia-Mia A New Vision for Day Care Part 3 Building Relationships (DVD)

Nixon and Aldwinckle, 2005, Exploring: Child development three to six years.

Nixon and Gould, 2000, Emerging: Child development in the first three years.

Details of and/or links to all required resources are listed in the resources section at the rear of this Learner Resource. In some cases you will need to use a computer and the internet to access the required resources. Sometimes internet pages can be moved over time – if you have difficulty finding the required resources with the link provided, try a Google search, and if that fails, ask your facilitator for assistance.

Bathing

It is not a common practice to bath children in the education and care environment. However, if a child has diarrhoea, vomiting or a toileting accident, a bath may be required.

- Make sure everything needed is on hand. Soap, towels, dry clothes, etc.
- Always run the cold water first, and then add the required amount of hot. This can avoid a scalding accident. Never leave the water in the bath and leave the room unattended. Drowning can occur in small amounts of water.
- Undress the child, leaving remove as much bodily waste as possible with baby wipes or washers.
- Use the hand/arm to hold the child under their armpit. This will give a secure grip and leave the other hand free to wash the child. If the child sits in the bath make sure that one hand is placed on the child at all times in order to prevent a slip accident.
- **NEVER** leave the child unattended.
- After washing lift the child from the bath using two hands and wrap the child in a towel. Dry the head area first. Infants lose heat from this area of their body. Dry the child all over, ensuring they are completely dry. Dress the child. Empty the bath water immediately.
- Ensure you follow Education and Care Services National Regulations and **centre's procedures for bathing children.**

Activity 1.2 – Toileting and the NQF Standards

Write a response

Access the *Guide to the National Quality Standards*, Elements 2.1.2 and 2.1.3 which outline how staff can ensure toileting procedures are hygienic and positive experiences.

You can find this document at the following weblink:

<http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

Or by typing 'National Quality Standard' in to your internet search engine.

Summarise the criteria that ensure high quality hygienic procedures are implemented.

Discuss your findings or views with your facilitator.

Bed-wetting

Although most pre-schoolers do not have regular daytime toileting accidents, bed-wetting during rest or sleep is not uncommon. Bed-wetting during sleep will gradually become less frequent from three to five years. For some reason the situation tends to occur more frequently and persist longer for boys.

Children who have been dry during rest for a long period may all of a sudden start bed-wetting. This type of behaviour may be associated with illness, insecurity, excitement, overtiredness or even just cold weather. Children who become stressed about situations in their home life, such as a new baby or parental conflict, may relapse into bed-wetting. Unfortunately, persistent bed-

wetting may also be associated with over enthusiastic toilet training where the child is rushed to be trained before they are ready.

It is important that educators handle bed-wetting situations with sensitivity. The **preschool child may feel embarrassed, ashamed or guilty even if they don't show this outwardly. Reassure the child that it's okay. Negative reactions will undermine the child's self**-confidence and may prolong the situation.

Follow the recommended procedure in cleaning up wet or soiled beds:

- Put on gloves.
- Assist the child to get cleaned up and changed – make sure that hands are washed – double seal soiled clothing in plastic bags.
- Remove the bulk of the soil or spill with absorbent paper towels and dispose hygienically.
- Remove linen from bed and treat as a wet or soiled nappy (e.g. soak in sealed nappy bin or seal up in doubled plastic bags). Wash all sheets/linen separately from other items.
- It may be necessary to remove the 'bed' away from the children for cleaning. Wash the bed with warm soapy water then disinfect. Allow the bed to dry in sunlight if possible.
- Remove gloves.
- Wash hands.

Persistent bed-wetting in older children is rarely a result of a medical problem and is more likely to be due to an inherited slowness in the development of bladder control. Limiting fluids prior to bedtime or the older child who is motivated to stop could be encouraged to delay the frequency of daytime urination in the hope this will help the bladder hold more urine at night.

Children who frequently wet the bed after the age of eight years may need some help to develop their bladder control. Moisture alarms are available which wake the child when wet. The idea is that the child wakes in time to stop the urine stream and get to the toilet. If all else fails there are also bladder training programs and prescribed medications.

Toileting and toilet training

When working with younger pre-schoolers it is likely that educators will experience the highs and the lows of toilet training. Parents may express a desire for the education and care service to assist in the toilet training of their child. In other circumstances it may be appropriate to offer support to a parent when a child in education and care is observed showing signs that they are ready for toilet training.

Toilet training can be a very sensitive issue for families. There will be many different views that are influenced by culture, family values and public opinion. There can be a lot of pressure placed on parents to have their children out of nappies. It is important to be aware of the facts so that children and families can be assisted through this difficult period.

Cultural attitudes to toilet training

It is important for educators to gain relevant information and expectations of the families that utilise the education and care service. Their culture may influence the time and methods they want implemented in order to toilet train their children. Many cultures commence toilet timing around the infants first birthday; they may hold their child over a potty or toilet to eliminate urine or faeces.

When a child should be using the toilet will vary enormously from family to family. Working with parents is an important part of successful toileting. Work together on a variety of approaches and strategies to try, e.g. put the child straight onto a small toilet rather than a potty, limit the time the child is to be encouraged to stay there, agree on any rewards to be tried.

When should we start?

Children do not have the physical ability to maintain bladder control until half way through the second year of life. Bowel control comes after bladder control. A **child's individual differences influence the age at which toilet training will be successful.** It is not unusual to have a three year old who is toilet training.

In order to toilet train a child, the child must be aware that they are urinating or using their bowel. They need to associate the feeling of urinating or passing a motion with the end product. Toilet training means the child must learn to identify the feelings leading up to urinating or a bowel motion, and maintain control while they get to the toilet/potty, remove clothing and sit down. To be truly toilet trained means the child must be in full control, not timed by an observant educator.

The signs that indicate a child is ready for toilet training may include:

- The child telling an educator through verbal and non-verbal cues that they have a dirty or wet nappy.
- While urinating they stop and look down, showing they are aware of **what's happening.**
- Some children will stop and indicate as they use their bowel.
- The child is staying dry for longer periods of time and then urinating in quantity.

Activity 1.3 – Toilet training

Write a response

Read the following scenario and comment on how you could reassure the parent.

- **Max's father asks to speak to you about toilet training. You can tell he is distressed. "We have been trying to train Max since he was 2. He's 3 now and still has no idea. We don't know what else to try. My mother in law keeps telling us that it's our fault as Max is in education and care. She is always telling us that all her children were out of nappies around their first birthday".**

What could you say and do to help support Max's parents?

Turn to the end of the learner guide for suggested answers

Providing appropriate assistance

Educators can smooth the way for toilet training if they do the following:

- **Work towards consistency between home and the centre. Follow the child's home routine, if possible.**
- Encourage the child to sit on the potty or toilet, at regular times through the day but for no longer than five minutes. Sometimes seeing peers on the toilet or potty encourages the child to imitate.
- Give adequate encouragement when the child is successful.
- **Remember to be positive. Even if the child doesn't go on the potty, praise them for sitting and trying and suggest they try again later.** The less pressure the child feels the more likely they will be to try again.
- NEVER make a child feel bad or punish them for failure.
- Allow adequate time and have interesting things to look at. This can be a good time to promote other hygiene practices with posters reminding children of hand washing, etc. Sing songs, allow children to interact with others in the bathroom.
- Encourage the children to be independent; this will be influenced by their stage of development. Provide pants that are easy to pull up and down and encourage the child to do this for themselves.
- Watch for signs that the child might need to go to the toilet, e.g. holding themselves, shuffling up and down, looking down towards the genital area, etc.
- Use equipment that will help the child feel secure such as child-sized toilets, child toilet seats, stools or small steps. Be watchful of the child who may be scared of the noise associated with flushing the toilet. However some children enjoy the sound and associate the task of flushing with the final process of using the toilet.





When accidents happen

When a child forgets, or simply wets or dirties their pants remember to be calm and reassuring. Verbally reassure the child. Assist the child to sit on the toilet to ensure they have the opportunity to completely empty their bladder or bowel. Sometimes the child will wet themselves later as they did not complete the task earlier. Assist them to clean themselves and help while they put on clean clothes, and then clean the wet area.

Preschool aged children, who are already toilet trained, can still have accidents. **With older children it's important to protect** their privacy and self-esteem. They will be embarrassed and feeling bad about themselves. Remind them that anyone can have an accident and reassure them it will be okay. Assist them in getting changed, encouraging them to be as independent as possible. Place their wet or dirty clothes in a plastic bag. Assist them in re-joining a game or activity. Be discreet when informing parents in the afternoon. Remember parents might need reassuring as well.

Children with additional needs

When caring for children with additional needs it is important to gain specific guidelines for toileting, nappy change, dressing and clothing, feeding and meeting their other physical needs. Each individual child will have their own procedures and possible equipment to support them.

Parents can be useful resources in identifying procedures and practices, and assisting their child in settling into the education and care environment. Other professionals linked to the child may offer training and direction in appropriate practices and the use of specialised equipment. Educators should work with parents and other professionals to develop an individual plan for each child with additional needs.

Have reasonable expectations about hygienic skills and behaviour. Don't over compensate or treat unacceptable behaviours as funny or cute. Remember the young child is learning awareness and practicing the skills that will enable that child to establish lifelong autonomy of their own physical needs.

Activity 1.4 – Children with special needs

Read the suggested
text or resource

Further reading:

Nixon and Gould (2005), *Extending*; Chapter 6: Children with Special Needs – implications for care situations.

Discuss your findings with your facilitator.

Ensuring children are adequately clothed

One of the responsibilities of an educator is to ensure children are adequately clothed. Children arrive at the centre prepared for their day in education and care, dressed in clothes that have been chosen by their parents or themselves. It is the role of the educator to ensure that children's clothing is modified as required. The most common reason for changing a child's clothes is due to changes in the weather.

Suitable clothing for education and care

In education and care environments parents are often encouraged to send their children in clothes they won't mind getting dirty. The reason for this is so children are free to explore a range of experiences without being inhibited by getting messy. It is very difficult for a child to relax, and maximise the experience of finger painting, for example, if they are concerned about getting paint on their clothes. However, it is important that respect is shown for the choices families make in regard to clothing their children.

Most services insist that parents send one full change of clothes; including socks and shoes for the child each day, just in case of accident – toileting or otherwise. Children who have toileting accidents whilst standing invariably wet their shoes and socks as well. It is always a good idea to have a supply of spare clothing to suit a variety of seasons and weather conditions.

Individual centres will have their own policy on the type of footwear required. Again it is important to take into consideration the individual choices made by families but ultimately safety of the children should be the first priority. For this

reason in many services thongs are not considered to be suitable foot wear for children or staff. This type of footwear increases the risk of slipping or falling when children are involved in climbing, running and other types of physically active play.

Cultural differences in dress

Society in Australia today is diverse. The children and families that attend your education and care centre will come from a range of backgrounds. Culture and individual family backgrounds will influence what clothes the family members and **their children will wear. You may have parents wearing Indian sari's; a hijab head scarf or burqa worn by Muslim women; or colourful batik clothing worn by African men and women as head or blouse/shawl wraps; or lots of jewellery which is common in some Asian cultures. These are only a few examples.**

In some cultures the children must always be presented clean and well dressed as it signifies the social standing or reputation of the family and reflects cultural modesty standards. These children may come to the education and care centre dressed in beautiful dresses or embroidered pants and dress shirts made from expensive materials. Their parents may have spent hours fixing their hair and clothing in a traditional manner. While it is appropriate to encourage parents to **send children in play clothes, it is also important to respect the families' choices.** Be careful not to offend families, rather show respect and acceptance.

Activity 1.5 – Cultural considerations



Case study

Consider the following scenarios where the clothing and headwear choices of families create 'equity dilemmas' for the centre staff.

Scenario 1

Masal is 3 years old and her family are recent arrivals to Australia from Turkey. Centre educators are concerned that Masal could be overheating as she appears overdressed for the hot Australian summer. Masal wears tights under track pants or skirts and layered tops. Masal loves to run and explore the outdoor environment with her new friends. However this activity combined with a humid summer makes Masal very clammy. When her father arrives to pick her up the Director comments on how much Masal has enjoyed the day's activities, however she has appeared to be very hot and would he agree if the educators removed a layer of clothing on hot days. Masal's father says he prefers his daughter to be dressed properly.

- What is the dilemma that the educators are facing?
- What would you do and why?
- Would it make a difference if Masal and her family were Anglo-Australian? Why? Why not?

Scenario 2

Ruth is two and a half years old and enjoys dramatic play and digging in the sandpit. Ruth and her family come from Mozambique. Ruth's hair is always tightly braided in a traditional style. One afternoon when Ruth's mum arrives to pick her up her hair is full of sand and a few of the braids are loose. This is not the first time and she is apparently fed up with this situation. Ruth's mother says to the Director, "We don't want Ruth to go outside and play in the sandpit anymore. We spend a lot of time and effort on her hair then she comes here and it gets covered with sand. We can't get the stuff out and spend the whole evening cleaning it up".

- What is the dilemma that the educators are facing?
- What would you do and why?
- Would it make a difference if Ruth and her family were Anglo-Australian? Why? Why not?

Discuss your findings with your facilitator.

Considering the stage of development

The age and stage of development of individual children will influence the types of clothes they will wear. Children need to wear clothes that reflect their individual **needs**. **The child's level of development** needs to be taken into consideration.

The new born infant requires clothing free from ribbons, cords, ties, etc. as they are learning to roll and move their bodies.

Clothing with strings hanging from them places the child at risk from choking. It is particularly important that this type of clothing is removed when the child is sleeping.

As the child becomes more mobile other considerations need to be made.

As the child learns to crawl they will need clothing that provides protection for their elbows, knees and toes.

Hard and rough surfaces may graze the child's delicate skin.

Clothing that covers the legs and toes will be more appropriate.

It is difficult for the child to master the skill of crawling when restricted by clothing. Their knees and toes are exposed and they are at risk of slipping and falling as the fabric catches under their knees.

As the child attempts to master walking, their feet are of major concern. Children learn to walk best with bare feet. With anything other than bare feet, the risk of slipping is increased, especially with socks and other light fabrics. Leaving the child with bare feet also assists them in gaining a sense of balance as well as supporting their growing confidence. If the child needs to have protection on their **feet choose a light weight 'slipper-sock' with a non-slip sole.**

The next stage in development, which requires careful planning of children's clothing, is toilet training. As the child shows signs that they are now ready to develop the ability to toilet themselves, they will require clothing that is easily removed.

Often as the child attempts to master control over their bodies, they realise only with moments to spare that they need to use the toilet.

Elastic waist pants or skirts are appropriate. They are easy to pull down and the child can accomplish this skill independently.

It is best to avoid overalls, or clothes with zippers and buttons, as they may take too long to remove, or will require adult assistance.

The preschool aged child requires clothes that are not restrictive as they master the skills of running and climbing. It is important to remember that they too will require clothing that allows them to **dress independently**. **Each individual child's**