



Lucky Beans  
*Childcare*

# POTTY TRAINING GUIDE

The Lucky Beans Guide to Potty Training



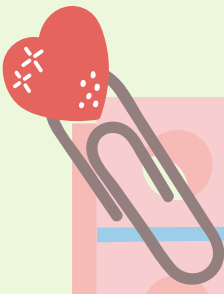






## What are the aims and objectives of effective potty training?

The overall **aim is to support children's health**, wellbeing and development by promoting effective potty training at an appropriate time. The objectives are:

- 
- |                          |                                      |
|--------------------------|--------------------------------------|
| <input type="checkbox"/> | 1. Child's individual needs are      |
| <input type="checkbox"/> | identified and met                   |
| <input type="checkbox"/> | 2. Family's cultural preferences are |
| <input type="checkbox"/> | considered                           |
| <input type="checkbox"/> | 3. Potty training is a positive      |
| <input type="checkbox"/> | experience and the child feels       |
| <input type="checkbox"/> | supported throughout.                |



# How do you know if your child is ready to potty train?

Children are individuals and develop at their own pace. **Some children will control their bladder and bowels sooner than others** but this can only happen when they are physically ready, which includes the development of their nervous system in order to send messages to and from their brain. **Because of this it is best not to compare your child with other children of the same age.**

- They are beginning to know when they have a wet or soiled nappy and may tell you what they have done
- They have longer periods of dryness.
- You can begin to prepare children for toilet training by having a potty around the house and letting them see others using the toilet. Explain to them in terms they understand. You could also share story books about using the toilet.
- They have at least one soft poo a day
- They show interest in the toilet
- They show awareness that other family members use the toilet and do not wear nappies
- They can follow simple instructions
- They can sit themselves on the potty and get up again.

## RECOMMENDED BOOKS:

- *Princess Polly's Potty: A Ladybird potty training book* by Andrea
- Pinnington
- *I Want My Potty! (Little Princess)* by Tony Ross.





# TIPS FROM THE NDNA



- **Encourage your child** to use the potty or toilet, but if they are upset or seem to be having regular accidents do not be afraid to stop and try again a bit later. Try not to make a fuss if they do have an accident, as this may make them feel worried and make the process more stressful.
- **Praising your child for using the potty or toilet or offering stickers or rewards** may encourage them to use it if they are ready, but remember, your child may not be physically ready so this may not always work.
- **If your child attends nursery you should talk to their key person** about preparing your child for using the potty or toilet. Together you should work out a plan to ensure that you are both using consistent approaches and language.
- **In a busy nursery your child may 'forget'** to go so you could agree that the key person reminds your child more regularly. Remember to take lots of spare clothes to begin with, including shoes and socks. During this time you may find it useful to send your child to nursery in shoes that can be rinsed or washed easily. Share what you are doing at home, e.g. any rewards or star charts so the nursery can contribute as well.
- **Having regular conversations about your child's progress** together will support you in ensuring that it is the right time and your child is ready.
- **If you are worried about your child talk to your GP or health visitor** to get some guidance. Some children that may have illnesses, special educational needs or disabilities may find it more difficult to learn functions such as toilet training.

# AN NDNA CASE STUDY

*At two years old my daughter had a good understanding, she was able to follow many instructions and her vocabulary was developing rapidly by the day. I purchased a potty and had this in the bathroom for her to sit on and play with and told her in terms she understood about going to the toilet and having 'big girl' pants.*

**To begin with** she showed no interest in using the potty and when I asked her she would say no or shake her head. I decided to leave it for a few months and tried again at about two and a half. I also used pull-ups but once again she showed no interest.

**I found other family members asking me time and time again why she wasn't in pants** and felt pressured to toilet train her before my new baby was due to arrive. I would put her in pants and encourage her to use the toilet or potty, she would have the odd wee on the potty but would have a number of accidents in the space of a few hours. I read lots of information, gave lots of praise, bought story books about using the toilet but felt that it didn't work. I felt as though it was becoming an issue whereas it was actually that my daughter just wasn't ready.

**I decided to leave it again and wait until after the birth of my second child.** It was coming up to my daughter's third birthday and one day I decided to ask her again. This time she did not want to use the potty but said she would use the toilet. In the past I had always offered lots of praise when she tried but this time she asked me not to shout or clap! From this day, apart from a couple of accidents, she continued to be dry.

**It was only a couple of weeks later when she said she did not want a nappy on at night.** Her nappies had been mostly dry so I decided to give it a go and she was fine and continues to be dry throughout the day and night.

**My advice for other parents would be to try and not worry, follow your child's lead. It will happen when they are ready.**





# IN THE NURSERY: ERIC GUIDELINES



**Suitable facility is offered** – either potty, or toilet with suitable foot support and toilet seat insert. Child needs to sit with feet flat and firmly supported, knees above hips. 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. 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 interval 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.



**Childcare provider will discuss clothing** with the family, the family will ensure that the child is dressed in clothes that are easy to pull up and down and will supply several spare pants, trousers, socks, ect.



**Nursery/Childcare Providers 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. The child will still need a nappy for naps.



**Nurseries/Child Providers must support family by sharing information** regarding products to support the transition such as washable, absorbent car seat protectors, washable pants or put a nappy over pants for travelling.



They should **not be rushed to use the potty against their will.**



All staff and **family must assure the children are regularly encouraged and praised for achievable goals like sitting on the potty.**

# POTTY TRAINING COMMUNICATION



We will ensure that **all staff at our settings are aware of each child's current stage** of potty training to confirm a consistent approach.



We will **ensure a record is kept of successful potty** and toilet visits as well as wetting/soiling incidents in order to monitor a child's progress. Daily diary/record sheet may be used or ERIC's Potty Training Record



**Regular updates** must be shared with parents with the expectation that they will also share progress at home. Potty training is a joint effort.



# TROUBLE SHOOTING



Early Years staff will be **alert for possible constipation**, incidence is raised during potty training as some children find pooing into the potty frightening



If a child does **not appear to be making progress** or regresses, we will look again at child's bowel habit and fluid intake.



Our staff will be on the look out for **toilet avoidance**, if it is observed see the attached ERIC factsheet **children who will only poo in a nappy and other toilet avoiders**.

# Nappy Changing Policy and Procedures

## Principles

We aim to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Babies and toddlers will have their nappies changed according to their individual needs and requirements by their key worker wherever possible.

Information will be shared between parents and key person about nappy changing and toilet training in a way that suits the parents.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. Through the following actions we will endeavour to support all parties:





# Nappy Changing Policy and Procedures

## Procedure

***These procedures are to ensure the safety of both the children in our care and the childcare provider or nursery staff.***

- A child's nappy **should be checked on arrival at the nursery**. If necessary it should be changed immediately. If it does not need to be changed the time checked should still be noted on the nappy changing chart.
- All **children should be changed as and when needed, but at least 4-5 times daily, morning, lunch and afternoon**. Whenever possible the child should be changed by their key person and **NEVER by anyone who has not provided a satisfactory DBS**. All nappy changes must be recorded by the member of staff responsible. It should also be recorded whether the nappy was W (wet) or BM (bowel movement), time of nappy change and initialled by the member of staff.
- **A child should be changed immediately if they soil their nappy or it becomes wet.**
- Only staff with a valid DBS check will be permitted to change nappies.
- When changing a nappy, **staff members must wear white disposable gloves**. These must be removed after every nappy change, disposed of and new ones worn for the next nappy change.
- **The mat must be sanitised between changes. In some situations, blue roll will be placed down**. This must be replaced after the mat has been sprayed with the anti-bac after every nappy change. Please wash hands after nappy change.
- **Potties – staff are to give children privacy when using potties**, by sitting them out of sight of passers-by and other children using the toilet area. After use staff need to dispose of the waste appropriately in a toilet, potties must be cleaned with anti-bac and put away immediately.

# Nappy Changing Policy and Procedures

## Additional Procedures

- No nappies at nap time, except when requested by a parent. .
- **Remind children when they can go.** This is helpful as children can often forget.
- Potty/toilet time should be **once an hour or longer. Every 15 minutes can cause resistance.**
- **Before the children go out or have their naps they should be offered a chance to use the potty or toilet.**  
"Before we get on the bus would you like to go potty"
- **Include high praise, excitement and high fives when the potty is used correctly.**
- **Children need to wash their hands after using the potty.**
- **We use sudocreme and metanium**
- **Should a member of staff have any concerns about a child they should follow the child protection procedures.**
- **The changing mat must be disinfected with anti-bacterial spray between each nappy change. Allow the mat to dry naturally or wipe it dry with a paper towel before changing the next child.**
- **Children must never be left unattended on the nappy changing stand.**
- **All nappies and wipes must be put into nappy sacks and disposed of in the correct bins.**
- **Wash nappy bins on a Friday and leave to air by not replacing a bin liner and lid over the weekend.**
- **Soiling – if a child has a wetting accident, the soiled underwear needs to be placed in a nappy sack and then into the child's bag or on their peg immediately. Any child having a bowel movement accident needs to be cleaned appropriately, if the underwear is badly soiled, place in a nappy sack and keep in the toilet area until parent collects explain to the parent the condition of the underwear giving them to choice of keeping the underwear or allowing the staff to dispose appropriately. The same procedure applies with any garments soiled with blood.**

# ERIC POTTY TRAINING FLOW CHART

## POTTY TRAINING FLOWCHART



# BRISTOL CHILDREN'S POO CHART

THE BRISTOL STOOL FORM SCALE (for children)

## Choose your

# Poo!

type <b>1</b>		looks like: <b>rabbit droppings</b> Separate hard lumps, like nuts (hard to pass)
type <b>2</b>		looks like: <b>bunch of grapes</b> Sausage-shaped but lumpy
type <b>3</b>		looks like: <b>corn on the cob</b> Like a sausage, but with cracks on the surface
type <b>4</b>		looks like: <b>sausage</b> Like a sausage or snake, smooth and soft
type <b>5</b>		looks like: <b>chicken nuggets</b> Soft blobs with clear-cut edges (passed easily)
type <b>6</b>		looks like: <b>porridge</b> Soft blobs with clear-cut edges (passed easily)
type <b>7</b>		looks like: <b>gravy</b> Watery, no solid pieces ENTIRELY LIQUID

