

## Notes to Supplement the UK ADDENDUM to the ECERS-R and ITERS-R November 2014

These notes provide background information to explain how the decisions in the addendum were made. The numbers in brackets can be cross referenced to the decisions shown in the UK Addendum 2014.

### KEY

In black: information from ECERS-R, ITERS-R, Caring for Our Children, CFOC, (US guidance on which ECERS/ITERS decisions are based)

US Additional Notes for Clarification ([www.ersi.info](http://www.ersi.info))

In blue: information from Health Protection Agency Review 2013, HPA\*, or other UK guidance.

\* The Health Protection Agency was renamed Public Health England in 2014 ([www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england))

There is also reference to the Comparison Table, see Appendix i, which is a table showing a comparison of US and UK Guidance.

## GENERAL NOTES AND EXPLANATION OF TERMS USED THROUGHOUT THE SCALE

### CLEANING, SANITISING AND DISINFECTING

(1) See US Additional Notes for clarification of the different but related functions of cleaning, sanitising and disinfecting to remove germs. The HPA has its own definition of 'hygienic cleaning'. See Comparison table, p2-3

### HAND WASHING:

See Clarification Notes: "Explanation of Terms Used throughout the Scale" page 7 of the ECERS-R and ITERS-R scale, the US Additional Notes for Clarification for the ECERS-R/ITERS-R (9/11). Relevant ECERS-R Items: 10, 12, 13, 27; ITERS-R items: 7, 9, 10. See individual items for specific guidance related to hand washing relevant to each item.

(2) **Use of sanitisers /gels** ECERS-R and ITERS-R now allow the use of hand sanitisers for children over 2 years, unless hands are visibly soiled – see additional notes for clarification (2014). The HPA see Comparison Table p3, is stricter and states that alcohol based hand rubs or gels offer a practical and acceptable alternative to hand washing in some situations as long as hands are not visibly soiled or have undertaken a dirty procedure, e.g. nappy change.

Meals/snacks: HPA guidance says that hand washing is necessary before preparing/serving food or drink and after handling raw food, before eating/drinking & before feeding children. Also "it is important to note that alcohol-based hand rubs are not cleansing agents to be used in place of hand-washing and that hands should always be washed prior to eating".

Nappy changing: HPA requires that adults wash and dry their hands after every nappy change, after glove removal, before handling another child or before leaving the nappy changing area. ECERS-R and ITERS-R also require that children's hands are washed after nappy change but there is no HPA guidance on this.

(3) **Correct use of gels:** HPA see Comparison Table p3, says that the use of gels must be as thorough as when performing hand washing i.e. the hand rub solution must come into contact with all surfaces of the hands and the hands be rubbed together vigorously until the solution has evaporated and the hands are dry. Do not use towels to dry hands. CFOC p.111, recommends the same procedure, and the HPA is also in accordance with the US guidance regarding following manufacturer's instructions, and supervision to ensure proper use. The HPA also states that hands should be washed with soap and water after 2-3 applications of hand-rub because of the build up of emollients.

**(4) Rubbing soapy hands** US Additional Notes states that soapy hands should be rubbed together for 20 seconds before rinsing NB. See ITERS- R/ ECERS-R procedure on 'Diapering and hand washing' hand-out. [HPA recommends the following procedure: wet hands under warm running water; apply liquid soap; wash hands without adding more water for 10-15 seconds ensuring all areas of hands are covered, paying particular attention to fingertips, thumbs and between the fingers; rinse hands under running water; dry hands thoroughly on disposable paper towels.](#)

**Use of cold water** [HPA recommends warm water](#) as does CFOC 3.2.2.2. - see notes in Comparison table, p4. Water can be warm or cold. We would not mark down if settings use cold water for hand washing, as long as the wash is successful in removing dirt etc. Warm water would make hand washing more comfortable but getting the procedure right is the important thing.

**(5) Use of paper towels to turn off taps** This is required by ECERS-R/ITERS-R as hands can be re-contaminated. [HPA guidance recommends it but the language used is not very strong i.e. 'try'- see Comparison table p4.](#)

**(6) Use of hands-free bins** ECERS-R and ITERS-R require the use of hands-free bins for paper towels etc. [HPA guidance suggests foot-operated bins.](#) In our experience, children do not use lidded bins hygienically, so we agree that bins should be hands-free. Foot operated bins are hygienic but difficult for ITERS age children, although ECERS age children may manage after modelling. Open bins are hands-free but there is potential for children to touch towels. We suggest that open bins are acceptable for paper towels, but not nappies, as long as the bins emptied frequently and well supervised i.e. there is an emphasis on not re-contaminating hands if necessary. Foot operated bins are needed for nappies.

**(7) Hand driers** ECERS-R and ITERS-R allow hand dryer use as long as they are used effectively, and use is supervised, so that hands are properly dried. [The HPA guidance, see Comparison Table, p5, states that: Hot air hand dryers are not suitable for nurseries and schools. In a nursery, pre-school or school setting the only satisfactory method of drying hands is with good quality disposable paper and that hand driers are not recommended as they can blow germs back onto hands and often are not used adequately to completely dry hands.](#)

**(8) Anti-bacterial soap** US Additional Notes suggest that these should not be used for adults or children. There are no data to support use of antibacterial soaps over other liquid soaps and therefore their use is not recommended in childcare settings.

**(9) Observers cleaning hands on arrival** The latest ECERS-R/ITERS-R notes require this. The onus should be on the observer to do this.

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### **ACCESSIBILITY /SUBSTANTIAL PORTION OF THE DAY, ECERS-R**

**(10) Calculating Accessibility** (Scales p6/7) The following decision is based on the fact that much of the early year's provision in the UK is sessional whereas in the US children usually attend for a full day

Calculate accessibility based on the time observed, rather than the whole time that the setting is open, which ensures that the data collected is based on concrete evidence. This is a significant change from the American guidance and essentially means that we can no longer amend the scoring based on information taken from the schedule but which is outside the observation time. Example: We could not give credit for 'free play time' which is scheduled for the afternoon, if the morning observation did not meet the substantial portion of the day requirements.

Equally, we could not mark down on the basis of a long adult directed session scheduled for the afternoon, even if we felt it would affect the substantial portion of the day requirements. Only base calculations on the full time the setting is open where all children attend for a full day (e.g. in some reception classes or private settings) and the planning has taken account of this.

## **(11) ACCESSIBILITY/MUCH OF THE DAY, ITERS-R**

**UK observers should use the US Additional Notes for Clarification (ersi info).**

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### **GUIDANCE ON INDIVIDUAL ITEMS**

#### **FURNITURE FOR ROUTINE CARE, PLAY AND LEARNING ITEM 2(ECERS 1.1 3.1 7.1 & ITERS 1.1 3.1 5.1 7.1)**

Please do not score down here if the only thing missing is provision for nap/rest unless children need it regularly. This would still be picked up in Item 11 nap/rest.

ECERS-R and ITERS-R require a cubby for each child. *If coats are stored on pegs, we currently do not score down at this level if they touch each other: e.g. sleeves touching, as long as they are not overly crowded. See ECERS/ITERS guidance on hygiene. Hygiene issues should be picked up in the Health Practices item.*

At 7.1, to count as convenient, ECERS/ITERS require that cubbies are within sight to enable supervision. Where ECERS relaxes supervision guidance to within sight or easy hearing, then this would also apply to supervision of cubbies.

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#### **FURNISHINGS FOR RELAXATION AND COMFORT ITEM 3 ECERS-R & ITERS-R (7.2)**

ECERS-R and ITERS-R have very specific guidance on how many soft toys are required to count as 'many'.

Score this based on the overall impression of whether the soft toy provision meets the needs of the children. 2 year olds should have 2 toys per child accessible, 3 year olds should have 1 per child, and 4 and 5 year olds should have enough for half the group size but not fewer than 10 soft toys in total. This is easy to calculate as long as we know the maximum number of 2 year olds that attend on any day, as well as overall maximum daily attendance.

**NB:** [HPA does not recommend soft toys because of hygiene issues.](#) But if used, they should be washed in a washing machine etc. See Comparison table p11-12.

#### **ROOM ARRANGEMENT FOR PLAY ITEM 4 ECERS-R & ITERS-R**

This item refers to indoor space only. **Additional UK clarification:** observers should also consider any covered porches or verandas which operate as extensions of the indoor space, i.e. can be accessed directly from the indoors, and are attached to the building.

## SPACE FOR GROSS MOTOR PLAY ITEM 7 ECERS-R & ACTIVE PHYSICAL PLAY ITEM 16 ITERS-R

### Safety/ appropriateness of space and resources

British and European Standards are very similar to those used in the ECERS-R/ITERS-R, although there are some slight differences:

- In the UK the safety requirements of Activity toys are set out in BS EN 71. See note Item 11.
- Playground Equipment and Surfacing includes details of entrapment: BS EN 1176
- Impact Attenuating Playground Surfacing, Determination of Critical Fall Height: BS EN 1177
- Impact Absorbing Playground Surfaces: Performance Requirements and Test methods: BS EN 7188

See the following notes on Protective Surfacing, Fall Zones and Equipment Spacing, which supplement Playground Information detailed on pages 62/63 of the All About ECERS-R & pages 212/213 of All About ITERS-R. These reflect the requirements of the BS EN Standards.

**Protective Surfacing:** tested impact absorbing surfaces should be used where equipment may cause falls from over a height of 60cm or where forced movement (slide/swing) is possible. Where the fall height is under 60cm and there is no forced movement, tested surfaces are not required; but some sort of protective surfacing should be provided.

A variety of surfacing materials are allowed, for example, rubber tiles, mats, wet pour, loose-fills etc. Grass may be used as protective surfacing up to a fall height of 1.5m, providing the risk assessment includes the following criteria:

- A depth test of 15cm indicates few stones or hard objects
- Areas of wear are strengthened
- The use of grass surface is monitored
- A good sward is maintained

We would not expect an observer to systematically measure the depths of impact surfaces which protect fall heights of less than 60cm. However we would expect playgrounds, where fall heights are greater than 60cm, to have well maintained protective surfaces which fulfil British standards. Questions can be asked to clarify this.

**Fall Zones:** 6 feet is equal to 182 cm. BS EN standards do not specify limits for the protective area around equipment if the fall zone is less than 60cm and has no forced movement. However there must be some protection and 1m is generally accepted as best practice. At a fall height of 1.5m the protective area must extend 1.5m around the equipment.

**Equipment Spacing:** BS EN standards refer to Free Space, the space which children are forced to use by the action of the equipment, for example a slide. They also refer to Falling Space, the space through which the child falls from the point of fall. This includes the protective area of the fall zone. Observers must check that there are no obstacles in these spaces and traffic flows do not go through them. Free spaces may not overlap; falling spaces may overlap, but free spaces and falling spaces may not, other than on cluster items.

ITERS-R suggests that settings should be scored down on safety where a car park is adjacent to a play area, unless extra protection such as cement barriers or bollards have been put in place in addition to a fence - see All About ITERS-R page 143. We do not require this.

## **MEALS/SNACKS ITEM 10 ECERS-R & ITEM 7 ITERS-R (1.1 3.1)**

### **Appropriate schedule (ECERS-R & ITERS-R 1.1 3.1)**

**ECERS-R** marks down in the 3s if drinking water is not accessible.

Score down at **1.1** if water is not freely accessible for children, in line with EYFS p22. Also check that younger children, who may not know they need to drink, do not go for long periods without water. Observers should see evidence that children do not go for long periods without a drink, e.g. staff remind children regularly. Observers should check that staff have a list of whether or not children have eaten. This is in accordance with EYFS 2012.

**ITERS-R** marks down at 3.1 if drinking water is not accessible.

Many ITERS age children may not know they need a drink and should not be expected to help themselves. We are therefore tightening this requirement for England as follows: score down at **1.1** if water is not offered to ITERS age children between meals. Observers should see evidence that children do not go for long periods without a drink, e.g. staff remind children regularly.

As stated in All About the ITERS-R (p 77), infants and toddlers who eat solid foods should be offered water between feedings rather than juice or milk. Snack bars are only appropriate for ITERS age children if staff carefully supervise, and check that all children have had the opportunity to access the snack and have been encouraged to have a drink. Observers should check that staff have a list of whether or not children have eaten. This is in accordance with the EYFS.

### **Nutritional content of meals (1.2 3.2)**

ECERS-R and ITERS-R use the US Department of Agriculture guidelines to determine whether meals and snacks are of adequate nutritional content. The guidelines seem reasonable and fit well with UK based guidance as detailed in the School Food Trust, Laying the Table Report by The Advisory Panel for Food and Nutrition in Early Years, and in the Eat Better Start Better reports. The Infant and Toddler Forum have also published a useful set of factsheets e.g. Portion Sizes For Toddlers. We suggest following the School Food Trust guidance.

Semi-skimmed milk and diluted fruit juice are acceptable. The 'Laying The Table' report says that full strength juice has too much sugar, and semi skimmed milk has all the goodness but less fat than whole milk.

### **Hygiene (ECERS 1.3 3.3 & ITERS 1.3 3.3 5.3)**

Sanitary conditions – see important new note in *US Additional Notes* which brings ITERS-R and ECERS- R guidance into line.

See explanation of terms used throughout the scale for guidance on hand-washing and use of sanitisers. [HPA guidance See p3 of Comparison table. Hand washing is necessary before preparing and serving food or drink and after handling raw food; before eating and drinking; before feeding children. It also says: It is important to note that alcohol-based hand rubs are not cleansing agents to be used in place of hand-washing and that hands should always be washed prior to eating.](#)

Hand washing after eating food. Hands should be washed after eating if children have fed themselves and have sticky fingers. Wipes are fine but not flannels (see below).

**Wiping faces** after eating: ECERS-R says that children's faces should be wiped after eating. (p93 of All About). ECERS-R/ITERS-R allow individual face cloths (All About the ECERS-R p.123; All About the ITERS-R p.126). [However, HPA, Comparison Table p 6, states that flannels are not recommended for wiping e.g. for hands and faces after eating, as they often remain wet for a period of time and provide ideal conditions for growth of germs. Recommends disposable wipes and faces dried with soft towel.](#) We agree with HPA that there should be no flannels, Success at cleaning is the main issue. Wipes are fine.

Sanitising of eating surfaces, tables and plates. ECERS-R and ITERS-R require EPA approved sanitisers and give specific guidance on sanitising: [HPA guidance suggests cleaning with detergent and hot water followed by sanitising with disinfectant which should be dried.](#) See p 2 of Comparison Table. We will not require the EPA approved sanitiser or a

particular method for cleaning surfaces, but the process should be sanitary. For surfaces, we suggest cleaning then sanitising. Follow instructions on products used. **Score down if not cleaned AND sanitised.**

If table cloths are used, a clean cloth should be used for each snack/meal. For cafe-style snacks or snack bars we would not expect the table to be sanitised, i.e. sprayed, between children. However, children should not be expected to eat at a messy table, and the table should be wiped if needed.

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## **NAP/REST ITEM 11 ECERS-R & ITEM 8 ITERS-R**

### **When to score (ECERS)**

Scale guidance states that if a setting is open for less than 4 hours, and we do not observe children who need to nap, and staff report that children do not nap, then mark as N/A. However the EYFS suggests that there should always be space for children who want to 'relax, play quietly or sleep, equipped with appropriate furniture'. In school settings, where children rarely sleep, in order to meet EYFS minimum requirements, there should be access to mat/s, blanket/s for when a child wants to sleep or is sick.

Observers should mark down at 1.2 in ECERS-R and 1.1 in ITERS-R if there is no hygienic space for nap.

For sessional provision for older children, nap provision might just involve having a bag with a sheet and other suitable clean provisions, so that a mat can be made up in a supervised space, e.g. quiet corner of the room, Head's office, for children who want to sleep.

### **ITERS 1.1**

US Additional Notes - cribs with drop down sides are not safe. This is because the US banned drop-sided cots in 2010.

US cots and their safety standards are different from British – there has been no move to ban drop sides in the UK, so it seems over- zealous to score down.

### **ITERS 1.1 3.2**

US Additional Notes - no blankets, soft toys etc. should be present in cots of a child under 1 year. One soft toy/comforter is acceptable for older children.

The NHS SIDS website says that infants should be put to sleep on their backs with feet to the foot of the cot. There should be no soft toys in the cot for children under 12 months.

The temperature in the room should be 16-20 degrees C and the ideal for the room is 18 degrees. Cots should not be near radiators. Blankets are fine, but the number of blankets, i.e. 1 or 2, depends on the temperature in the room. Sleep suits are fine, but the child's head should not be covered. Please see

<http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/reducing-risk-cot-death.aspx> for details.

### **ECERS 1.2 3.2 5.3**

See US Additional Notes for guidance on distance between cots/mats. We suggest not scoring down for the distance between cots/mats/beds at 1 and 3 if the only sanitary issue is the proximity of children to each other. However, if the spacing causes other problems with hygiene, such as walking on other children's mats to access their own, then score down.

At 5.3 we suggest relaxing the ECERS-R requirements to 45cms minimum, as long as adults and children have enough room to access beds easily and hygienically. Only allow less if there is a solid barrier.

### **ITERS 1.2 3.2**

See US Additional Notes for guidance on distance between cots/mats.

Do not score down for the distance between cots/mats/beds at 1.1 and 3.2, as required in ITERS, see p22, 3.2, if the only sanitary issue is the proximity of children to each other. However, if the spacing causes other problems with hygiene, such as walking on other children's mats to access their own, then score down.

At 3.2 we require 45cm minimum, as long as adults and children have enough room to access beds easily and hygienically. Only allow less if there is a solid barrier

Sleeping in buggies is not considered hygienic by ITERS-R, but give credit if it is the child's own buggy and if it is long enough for the child to lie flat. If the buggy belongs to the setting, the child must be given clean bedding which is changed daily. Do not give credit if babies sleep in car safety seats. Settings should be working with parents to support better sleep habits. Reference to the use of buggies/prams is made in ITERS-R scale notes p23 "another place".

### **Supervision – children within sight at all times (ECERS 1.3 3.3 & ITERS 1.2 3.2)**

For ITERS-R, we suggest keeping to the US guidance so that children are always supervised, within sight, with careful checks.

EYFS 2012 allows supervision of ITERS age children over 12 months in a separate sleep room with a monitor that can be heard and regular visual checks. However, we feel best practice is for sleeping children to be supervised with a member of staff in the room, as recommended by ITERS-R. Regular visual checks must be every 10 minutes, and recorded. There needs to be a system in place, e.g. a beeper to remind them of when to check, and not just rely on remembering to do so as it's easy to forget when busy! Children must be checked regularly by touch – not just viewed through a window. These checks must be recorded. We suggest allowing the 1s if there is a system in place. Mark down at 1.2 if staff are not in the room.

The ECERS-R scale also requires children to be within sight and hearing. However, see new note for Item 4 which allows small blind areas as long as they are well supervised, frequently enough to meet children's needs. We suggest that this note should apply to Item 11 as well, i.e. relax supervision for sleeping slightly for older children.

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### **TOILETING/DIAPERING ITEM 12 ECERS-R & ITEM 9 ITERS-R**

#### **Nappy changing (ECERS 1.1 3.1 5.1 & ITERS 1.1 3.1 5.1 7.1)**

See latest note in US Additional Notes, also the handout about complete diapering procedure on the website [www.ersi.info](http://www.ersi.info)

Changing facilities: [HPA guidance differs only very slightly from the US guidance. e.g. it does not mention having supplies ready in the room. HPA says that any nursery, pre-school or school which accepts children who are still in nappies, must have appropriate changing facilities, and ensure that nappy changing areas are designated for that use only, and that they are not near a play, food preparation or eating area. Staff undertaking nappy changes should not be involved in the preparation of food. However, if these staff do handle food, strict hand washing must be adhered to.](#)

EYFS requires appropriate changing facilities. In ITERS-R we suggest scoring down in Item 2 if there is no diapering table, but a mat is sufficient in Item 9. Score down at 5.2 in ECERS-R if no steps are available.

Aprons: [HPA says: that staff should wear a disposable plastic apron to protect their clothing or uniform from contamination when involved in nappy changing.](#) This is good practice and we suggest following HPA guidance.

Use of gloves [HPA guidance says that disposable CE, European Community standard, marked gloves should be available for staff undertaking nappy changing. Please remember the use of disposable gloves is not a substitute for good hand hygiene.](#) Gloves are not compulsory, so do not score down for lack of gloves. Adults must wash their hands before nappy changing, if they are not wearing gloves. If gloves are worn this does not remove the need for hand washing.

**Posting of nappy change procedure** CFCO requires this be posted in the area. This also applies to pull-ups. We do not require this. However, if a care plan is in operation related to personal care/additional needs for a particular child, this should be posted.

**Disposal of nappies** [HPA says that soiled nappies should be wrapped in a plastic bag and disposed of. \(DH, 2006\) The nappy disposal bin should have a foot-operated lid.](#) ECERS-R and ITERS-R also require a hands-free bin. We suggest that we also require this for the UK. See also note under point 9

**Cleaning children's skin** HPA says that children's skin should be cleaned with a disposable wipe. Flannels should **not** be used. Nappy creams, lotions, etc. should be labelled with the child's name and **must not be shared** between children. It is important to use clean, disposable gloves when removing creams from containers. This will help to avoid cross infection and contamination of the container. Follow HPA guidance re: flannels.

**Use of paper on the changing mat** HPA says that the use of paper is not required, but if disposable paper is used on the changing mat, this must be removed immediately after use. Follow HPA guidance.

**Changing mats** HPA says that nappy changing mats/mattresses should be waterproof, impervious and washable. Mats should be wiped with soapy water and dried **after each use**. ITERS-R does not require washing the mat with soapy water unless it is soiled. Follow ITERS-R guidance. Spraying is usually sufficient.

**NB:** HPA also requires that changing mats should be checked daily for tears. If the plastic cover is torn, the mat should be replaced.

We would score down for a torn changing mat, but there is no need to ask how often they are checked.

**Pull-ups** CFOC p.108-9 has detailed guidance on this e.g. procedure posted; toddler changing table recommended; paper to cover shoulders to beyond feet; removing child's shoes if child is changed standing up, to prevent contamination; children's hands to be washed as well as adults' in area. See notes in Comparison table, p9. We suggest that if the procedure seems hygienic, and both adult's and children's hands are washed in the area, that this is acceptable.

**Hand washing (ECERS & ITERS 1.3 3.3)** See the general note on hand washing and use of hand sanitisers/rubs at the front of this document, for guidance on hand washing after toileting, and use of gels for children aged 2 and over.

**Nappy changing** HPA requires that adults wash and dry their hands after every nappy change, after glove removal, before handling another child or before leaving the nappy changing area. ECERS-R and ITERS-R also require that children's hands are washed after nappy change but there is no HPA guidance on this. We require both child and adult hand washing after nappy/pull up changing, and do not allow use of gels.

For under 2s, hands must be washed rather than using gels. We suggest that if children are able to stand at/access a sink, then hands should be washed, with wipes acceptable for young infants & children unable to stand/access sink, as in ITERS-R.

Checking nappies We suggest that staff should be expected to wash hands afterwards if they use hands to do so.

We do not expect observers to check that staff members wash their hands when they use a toilet. However, if observers use the staff toilet and find it lacking e.g. no hand wash liquid or shared towel, then they should score down accordingly since this provides evidence that hand washing is not carried out properly.

### **Potties (ECERS-R & ITERS-R 1.1 3.1 5.1)**

Compared to details on p.108 ,All About the ITERS-R, HPA guidance states that:

- Potties should only be used in toilet or nappy changing areas with hand washing facilities.
- A designated sink for cleaning potties (i.e. **not** a hand wash basin) should be sited in the area where potties are used.
- After use by the child the contents of the potty should be flushed down the toilet. The potty should be washed in soapy water, dried and stored upside down - never stack damp potties. The NW guidance appendix 2.2 adds that detergent/disinfectant should be available for use in the area designated for potties and SW London guidance states: The potties should be cleaned using disposable cloths, with hot water and detergent, disinfected with a chlorine releasing disinfectant, such as bleach or Milton, and dried thoroughly. . Ideally children should have individual potties.
- Staff should wear disposable gloves and disposable aprons while emptying and cleaning potties. Both gloves and aprons should be disposed of immediately after emptying and/or cleaning the potties as per disposal procedure and hands washing as per effective hand washing technique.

Children should be supervised when using a potty and when washing and drying their hands after using the potty.

**NB:** the All About ECERS-R and ITERS-R refer to potty chairs rather than potties.



## Basic Provisions (ECERS-R & ITERS-R 1.2)

**Number of toilets** The EYFS requires 1 toilet for 10 children, but only requires toilets to be on the premises and not necessarily easily accessible to the children. (Statutory Framework for EYFS 2013, p25, 3.59) ECERS-R and ITERS-R do not require a specific number or ratio of toilets to children. We suggest we use the EYFS guidance as a starting point, but do not necessarily score according to it. For example, if the setting has 1 toilet per 10 children but not all of these are easily accessible, therefore interfering with the care of children, e.g. there are long queues, then we would mark down. Similarly, if a setting does not have the required number, but manages this well, and there are no problems, even when the maximum number of children are in, we would not score down.

**Lack of toilet doors** Should children have the option of closing a door of some sort, may be a half height, to allow them a level of privacy? The general introduction to the All About the ECERS-R for Item 12 says that this item does not consider whether routine times are pleasant for the children (p111.) and only mentions doors in relation to them being clean. The notes say that special procedures like catheters must be handled in 'a sanitary manner that preserves dignity'. CFOC (5.4.1.2) requires separate and private toilet facilities for children of 6 and older. It adds: younger children who request privacy and have shown capability to use toilet facilities properly, should be given permission to use separate and private toilet facilities. We suggest that we mark down if lack of doors compromises dignity e.g. staff or children from other rooms see children on toilets when they walk past. i.e. Children should not be in view of people passing by.

## Supervision (ECERS-R 1.4 3.5)

The ECERS-R scale says that 3.5 should be scored no if 'preschoolers go to the bathroom, close the door and staff cannot see the children to monitor them'. We suggest relaxing this requirement. Children must be within sight or easy hearing of staff, and staff must be aware of when children need help or when there is a problem. We would score down for these indicators if children access the toilet area independently but out of sight or easy hearing of an adult. e.g. Down a long corridor. Supervision should depend on ages of children and whether their needs are being met.

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## HEALTH PRACTICES ITEM 13 ECERS-R & ITEM 10 ITERS-R

### Hand washing (ECERS-R 1.1 3.1 & ITERS-R 1.1 3.2 5.2)

There are 4 categories within this item for hand washing: (1) upon arrival, (2) before and after water play, if water is shared, and after messy play; (3) after dealing with bodily fluids (4) after touching contaminated objects or surfaces. See p. 123-125 of All About the ECERS-R, p.126-127 of All About the ITERS-R. HPA guidance is generally in accordance with the guidelines given in ECERS-R and ITERS-R in regard to the situations where children's and adults' hands should be washed/sanitised.

**1: Upon arrival** We will not require adults or children to wash hands upon arrival or when re-entering the room after outdoor play (see Comparison table).

**2: Water/messy play** Children should wash hands after messy play, where hands are obviously soiled.

HPA (p.51) is in agreement with the new US clarification notes, stating that hands should be washed before and after messy play (e.g. water/sand//dough play/baking) and after playing outside. HPA, states that hands should be washed both before and after playing with play dough/plasticine. We will not require hands to be washed before water play. We recommend hand washing after play dough, before cooking, and after messy play, but it would be hard to enforce at other times and risks cutting across play. Convenience is more important.

Hands that are visibly soiled, potentially grossly contaminated with dirt or organic material, i.e. following the removal of gloves, after touching animals, or where potentially infectious symptoms are suspected, must be washed with liquid soap and water. Score down at 3.1 and 3.2.

### **3: Dealing with bodily fluids/ 4: After touching contaminated objects/surfaces**

In relation to categories (3) and (4), HPA says that hands that are visibly soiled; potentially grossly contaminated with dirt or organic material i.e. following the removal of gloves, after touching animals, or where potentially infectious symptoms are suspected, must be washed with liquid soap and water.

ECERS-R and ITERS-R require hands to be washed after sneezing/coughing. [Most general guidance on hand washing also suggests that hands should be washed after coughing or sneezing. HPA states that “if bare hands are coughed or sneezed into they must be washed immediately”.](#) While this procedure should be in place, it would be very difficult for staff to ensure that children wash their hands after every sneeze or cough. Observers should not be over zealous when assessing this. Encouraging the use of tissues is good practice. Observe whether adults encourage children to wash hands/throw tissue in the bin after coughs/sneezes. If adults are being explicit and encouraging good hygiene practices, then we would not score down, even if hands are not washed every time. If no attention is paid, then score down. Where adults wipe children’s noses, they should wash their hands preferably with soap and water. Only allow gel if difficult to access water.

**Other issues:** See notes at the front of this document on the use of sanitisers/rubs for children over 2 years. Hand washing is preferable, but not essential if access to water is difficult.

**Finger Nails** [HPA says that nails should be kept short and free of nail polish if providing hands-on care or food preparation.](#) ITERS-R requires nails to be short and clean. Follow ITERS-R guidance.

Sun cream 3.1; 3.2 When adults are applying sun cream to children, hands should be cleaned after applying cream to each child. If children apply their own cream, they should wash their hands. Wipes are acceptable.

[HPA gives quite detailed guidance \(2011\) regarding washing equipment including sand/water trays and toys. See Comparison table p12-13.](#)

The All About the ITERS-R, p.125 suggests that observers should ask about procedures for washing and sanitising mouthed toys if there is no indication that these are washed/sanitised daily. Suggest observers should ask.

#### **TB tests, required by ECERS-R and ITERS-R (ECERS 3.4)**

We do not expect staff to have TB tests every 2 years, or to ensure that children have immunisations. However, we suggest asking:

Whether there is a policy or guidelines relating to contagious diseases, e.g. exclusion periods.

Whether the procedures for children who are ill or infectious are discussed with parents. Give credit if both of these are in place.

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#### **SAFETY PRACTICES ITEM 14 ECERS-R (1.1 1.2 3.1) AND ITEM 11 ITERS-R (1.1 3.1 5.1)**

**Plug sockets** Do not score down for lack of safety caps on plug sockets. Please see [www.fatallyflawed.org.uk](http://www.fatallyflawed.org.uk) for further information.

**Raised lip on changing tables** We will not require a raised edge of 6 inches as protection from falling off the diapering table but there should be some arrangement/barrier/lip as protection to stop children falling when having their nappy changed.

**Cribs with drop down sides** are not considered to be safe. See US Additional Notes, and above, notes on Item 11.

**Glitter** Count as a safety hazard at 1.1. if children under 3 years freely access loose glitter and/or other materials with warnings ‘not for use with under 3s’, unless under the most stringent supervision, i.e. the member of staff is within an arm’s reach of the child and watches closely. However, if the glitter is suspended in other materials such as glue or play dough, then this could be considered safe. The observer should use professional judgement. Do not score down if glitter is observed in display, as this might have been added by the child under very close supervision, i.e. the member of staff was within an arm’s reach of the child and watched closely. Ask for clarification.

**Safety of toys** [In the UK, children’s safety is protected by the European Toy Safety Directive, and the British Standard BS EN 71, which underpins it. The BS EN 71 covers every aspect of toy safety, from the flammability and toxicity of toys, to their potential to trap clothing or injure a child. All toys on sale in the UK must carry the CE mark. Some will also carry the Lion Mark, which means that the toy manufacturer adheres to the British Toy and Hobby Association code of practice and that the toy meets the requirements of BS EN 71. You might also see various other warnings and safety symbols on certain types of toys, as required by the directive. For example: Toys that might be dangerous for children under 3 years must state: ‘Warning. Not suitable for children under 36 months’, together with an indication of the specific risks, such as choking on small parts. They may also](#)

include the optional symbol of a sad face in a circle. We would consider it a hazard if children were allowed to play with toys or craft materials which carry these warnings, unless they are very closely supervised. i.e. The member of staff is within an arm's reach of the child and watches closely. Observers should check labels. Refer to ECERS-R Items 7/8 and ITERS-R Item 16 for potential hazards posed in relation to gross motor/active play materials and space. These could be inside or outside.

### **Essentials needed to handle emergencies (ECERS-R & ITERS-R 3.3)**

This indicator is obviously not tailored exactly to UK requirements, and there are many more specific requirements given in EYFS guidance. Observers will not have time during an ECERS-R observation, to check that all requirements are in place and it is clear that the list is not exhaustive. We suggest checking and listing visible evidence including the following: fire procedure posted, fire equipment available and exits are clearly identifiable, first aid kit, emergency services numbers posted. Questions can be asked during the interview to establish that the setting has planned for emergencies. Scoring 'yes' to this indicator will not necessarily mean that all EYFS requirements are met. Settings should use the EYFS as specific guidance in this regard.

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### **BOOKS AND PICTURES ITEM 15 ECERS-R (5.1. 5.4) AND ITEM 14 ITERS-R (5.2.)**

The All About ECERS-R and ITERS-R state that there should be at least one example of books showing disabilities. We suggest that if the only example found involves a child or adult wearing glasses, this is not enough to give credit. We would need to find an additional example. We also suggest requiring at least 2 books representing diversity in race AND 2 books representing diversity in culture.

ECER-R and ITERS-R consider many traditional fairy stories to be violent. In the UK we would not mark down for this. e.g. Billy Goats Gruff, Red Riding Hood etc.

Note page 152 in All About the ECERS-R 'If children are enrolled who speak a primary language that differs from that used in the class, there should be books and songs accessible in that language.' The EYFS 2012 emphasises the importance of home languages.

If there are children who do not speak English at all, then this seems a reasonable requirement. If there is a large number of children speaking different primary languages, some of whom are also confident in English, then we would expect an effort to have been made to represent these different languages in the books and songs, but we might not expect every single one to be represented.

We suggest giving credit if staff have recognised and made attempts to provide books/songs in a range of languages. We would expect children/parents to be able to see that efforts are made to represent and value all home languages, for example in books, songs, displays, posters, name cards, lists of words provided by parents for particular children, romanised if need be. Even if adults do not read different scripts, children can be supported to recognise that a particular script is used in their home, so it needs to be accessible.

NB: This item crosses over with provision for diversity.

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### **ACTIVE PHYSICAL PLAY - ITEM 16 ITERS**

See notes earlier in document under gross motor play/equipment ECERS-R items 7/8

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### **USING LANGUAGE TO DEVELOP REASONING SKILLS ITEM 17 ECERS**

There has been some confusion over this item and, particularly, the extent to which it encourages 'formal' maths activities and materials rather than crediting and encouraging use of everyday and natural materials to support mathematical understanding.

Having studied the item and notes carefully, we do not believe that an amendment within the UK addendum is necessary but have written the notes below to help clarify what we think can be used as evidence to score Item 17.

### **5.1 Staff talk about logical relationships while children play with materials that stimulate reasoning**

This indicator is about use of **materials** to illustrate specific concepts. This can include mathematical concepts (e.g. counting, sorting) and also science concepts (see All About ECERS-R p.171, notes for 3.2 refer to water evaporating).

The materials do not have to be specifically designed as maths materials (i.e. manufactured resources) but they must be used **intentionally** to support the concept being developed; and they will usually have been put together with intent by staff. Example given in the All About ECERS-R (p.172) include:

- Manufactured resources such as sequencing cards, matching games, balance scales with things to weigh, objects for counting/sorting, number/object matching puzzles
- Collections of natural materials such as pinecones of different sizes to put into a sequence

Other examples might include: science resources such as magnets, buttons or other 'real life' materials for counting, other types of natural materials for counting sorting or comparing (e.g. runner beans of different sizes, shells, autumn leaves of different colours and shapes), compare bears, pattern boards, peg boards, tape measures, collections of materials for sorting (e.g. fruit, socks, unifix cubes, stones of different sizes/colours/textures).

Maths concepts might include: size (e.g. bigger, smaller), sorting (e.g. by colour, shape), matching and comparing (e.g. same, different, longer, shorter), (e.g. , sequencing (e.g. before, after), spatial relationships (up, down, over, in, out), 1 to 1 correspondence

Science concepts might include: change of state (e.g. freezing, melting), magnetism, friction and forces, light/shadows, growth

**Staff must also be observed talking about logical relationships or concepts**, for example comparing the length of runner beans or demonstrating how to sort stones into rough and smooth. In this indicator, it is enough that practitioners are observed talking to children. Indicator 5.2 assesses how well staff encourage the *children* to talk and to reason.

In summary, the indicator considers whether staff are planning and providing for concept development by providing resources which might stimulate mathematical and scientific thinking, offering interesting opportunities and activities for the children and by actively supporting the development of children's understanding.

### **5.2 Children encouraged to talk through or explain their reasoning when solving problems**

In contrast to 5.1, which focuses on staff talk, this indicator assesses the extent to which staff encourage children's language and reasoning. Examples might include a child explaining that they mixed red and blue to make green, or explaining that they got 3 bowls so that each bear could have a bowl for their porridge (and that the Daddy bear needs a large bowl because he is a large bear).

### **7.1 Staff encourage children to reason throughout the day, using actual events and experiences as a basis for concept development**

In contrast to 5.1, this indicator measures how effectively staff make use of incidental and everyday opportunities for reasoning and concept development.

Examples given in the ECERS-R include talking about daily routines (e.g. what comes first, setting the table or eating) or about the sequence of a cooking project (e.g. talking about the order of steps in a recipe).

Other examples might include talking about the ice melting in drinks on a warm day, sharing out fruit at snack time, sorting blocks by size and shape at tidying up time.

### **Is it 5 or is it 7?**

Sometimes it can be difficult to decide whether an example 'fits' better under 5.1 or under 7.1. For example, comparing the size of runner beans might happen as part of a planned activity (e.g. staff plan for a group of children to visit the allotment to collect vegetables, including a focus on developing concepts of length and size) or incidentally (e.g. children are watering the garden and a conversation arises naturally about the beans, which a member of staff develops by noting the different sizes). In some cases, you may need to ask about a specific example to find out whether it was planned or incidental. Both are good practice but 'incidental' reasoning is considered to be higher level practice than the planned activity because it requires that staff are aware of and alert to opportunities to develop understanding of concepts in any situation, and not just when it is planned for.

A second example might involve a planned activity involving sorting clothes into 'winter suitcases' and 'summer suitcases' (credited under 5.1) as compared with a member of staff asking children to help him sort the nursery aprons into a dirty pile for washing and clean pile to be returned to the pegs (credited at 7.1).

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### **ART - ITEM 17 ITERS-R (1.2)**

**Safety of art materials** Art materials should not present health hazards or physical injury by ingestion, inhalation or contact with skin, mucous tissues or eyes. Observers should check labels and packaging for health and/or safety warnings. Some products with labels 'not suitable for use under 36 months, small parts choking hazard' may be used with young children but only under the most stringent supervision. This fits with new notes in US additional notes.

**Use of glitter specifically (not allowed by ITERS-R).** Generally glitter is made from polyester or plastic, therefore not toxic. If ingested it should just pass through the body. However it is difficult for ITERS-R aged children to handle and could potentially get into eyes and mucous tissues. It is also very difficult to clean up as it sticks to skin, clothes and carpets.

Children under 3 years should not freely access loose glitter and other materials with warnings 'not for use with under 3s' unless under the most stringent supervision, i.e. the member of staff is within an arm's reach of the child and watches closely. If toxic or unsafe materials are used, ITERS-R would score down. However, if the glitter is suspended in other materials such as glue or play dough, then this could be considered safe. The observer should use professional judgement. Do not score down if glitter is observed in display, as this might have been added by the child under very close supervision i.e. the member of staff was within an arm's reach of the child and watched closely. Ask for clarification.

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### **SAND AND WATER PLAY ITEM 21 ITERS-R**

ITERS-R suggests marking as not applicable, N/A, if all children are under 18 months. In the UK sand/water play is promoted as good for young toddlers. Amend to only score N/A if all children are under 12 months. Also note that the requirements of once a week or more to score 5.1 do not necessarily reflect UK expectations but no decision has been made to amend the ITERS-R guidance.

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### **USE OF TV, VIDEO, AND/OR COMPUTERS ITEM 27 ECERS-R, ITEM 23 ITERS-R**

**ITERS-R** Since the US Academy of Paediatrics states that children under the age of 2 should not be allowed to view television, owing to persuasive research indicating negative effects for these youngest of children, change the age listed in these indicators from 12 to 24 months. Also, media screen time is limited for children 2 years and older to not more than 30 minutes total per week. Computer use time should be limited to no more than 15 minutes per day. No media screen time should be allowed during meals and snacks. Interactive white boards could fit into either of these categories depending on use.

**ECERS-R** CFOC p 66-67 restricts media screen time to not more than 30 minutes total per week. Computer use time should be limited to no more than 15 minutes per day. See US Additional Notes. Caring for our Children pages 66 and 67 are mentioned in the US notes. They definitely see media time and computer time as being different. "In early care and education settings, media (television, video and DVD) viewing and computer use should not be permitted for children younger than 2 years. For children two years and older in early care and early education settings, total media time (TV, video and DVD) should be limited to not more than 30 minutes once a week, and for educational or physical activity use only. During meal or snack time, TV, video or DVD should not be allowed. Computer use should be limited to no more than 15 minute increments per day except for school age children completing homework, assignments and children with special health care needs who require and consistently use assistive and adaptive computer technology" Caregivers/teachers should always consider whether children could learn the skill in another way through hands on experience"

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### **SUPERVISION OF GROSS MOTOR PLAY ECERS-R ITEM 29**

**Scoring if gross motor play is not seen:** page 299/300 of the All About the ECERS-R suggests that observers should ask questions then combine this information with their observations of general supervision, to score.

This item is not about whether or not children have the opportunities, this is reflected in items 7/8, but how well active play is supervised when it does happen. We therefore suggest retaining the ECERS-R guidance.

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### **PROVISION FOR PERSONAL NEEDS STAFF ITEM 39 ECERS-R (1.2 3.4 5.3 7.3) AND ITEM 34 ITERS-R (1.2 3.4 5.3 7.3)**

ECERS-R and ITERS-R stipulate that a 15 minutes break is required if staff work 8 hours.

EC legal requirements for rest breaks state that if a person works more than 6 hours they must have a 20 minute rest break. Additional requirements are:

- The 20 minutes is in one block
- Not to be taken at end of shift, somewhere in middle
- Can leave place of work if wish
- The employee can decide when the break is taken so long as it meets these conditions.
- Young workers under 18 years, working more than 4 ½ hours get a rest break of 30 minutes.

Adopt these EU requirements at 1.2 and 3.4 for those working 6 hours or more, i.e. increasing the minimum requirement from 15 minutes to 20 minutes.

The ECERS-R scale contradicts itself. On page 409 in the All About the ECERS-R, it says "at a minimum, a 15 minute break for every 3 hours worked in the classroom should be provided to staff". But elsewhere it suggests that at the minimal level (3.4) only one 15 minute break is needed for staff working 8 hours. We suggest that part time workers would require the opportunity for toilet breaks and to have a drink alongside children. So for example, staff working for 2.5 or 3 hours should be able to have a drink of water and access the toilet, but do not require a break as such – this follows EU guidance.

At 5.3, the ECERS-R suggests a minimum of 1 hour total for an 8 hour day, split into three breaks. However, we often find that those on early shifts e.g. 7-4, are offered a 15/30 minute early break and a 45/30 minute lunch break. Those on late shifts, e.g. 10-7, may be offered 45/30 minutes lunch then another 15/30 minutes in the afternoon. The scale allows flexibility if agreed with staff, as long as the time totals 60 minutes.

See above for guidance on staff working fewer hours. In a 3 hour session, staff should be allowed time for access to the toilet and to have a drink, but not necessarily a 15 minute break. This might impact negatively on the children, as they will miss time with their key person.

At 5.3, the ITERS-R guidelines are different, requiring a total of 1.5 hours split into 3 breaks for staff working an 8 hour day. Again, there is flexibility in whether staff take 3 breaks or leave early or take fewer longer breaks, as long as the time totals 1.5 hours and this has been agreed with staff.

Some flexibility is required about when staff can take breaks. Observers should also consider whether breaks, and flexibility in breaks, affect whether the needs of the children and parents are met. e.g. For access to the child's key person. Any issues with children's needs not being met should not be reflected in the scoring for this item, which is about staff needs, but should be reflected elsewhere in the scale as appropriate.

**OPPORTUNITIES FOR PROFESSIONAL GROWTH - ITEM 43 ECERS (7.3) & ITEM 39 ITERS (7.3)**

Staff with less than AA degree are required to continue formal education.

Our research suggests that the closest relation to an *Associates Degree* in the UK, is A levels/Level 3. Use this as an equivalent rather than scoring the indicator as N/A.

## Appendix i Comparison Table

| Source  | Current Iters /Ecers US guidance 07/11 based on new Ed. of Caring for our children   | UK Addendum   | Guidance from <i>Infection prevention ...for early years and school settings</i> pub. by UK Health Protection Agency North west June 2011  | Additional information sources  |
|---|--|---|--|---|
| <b>Washing hands</b>  | For 2 years +<br>When hands are visibly dirty; not antibacterial soap; 20 seconds; paper towels; hands free bin; turn off taps with paper towel.   | Warm water and liquid soap; adequate length of time; paper towels or hand driers; hands free bin not necessarily required; don't need to turn off taps with paper towel.  | <b>Hands- Warm</b> running water; liquid soap ; wash thoroughly for 10-15 seconds; rinse under running water; dry thoroughly on paper towels <b>not hand driers</b>  | <ul style="list-style-type: none"> <li>• <b>Related to items (7/10) Meals/snacks and (9/12) Diapering/Toileting</b></li> <li>• NW HPA (6.2) says that hands should be <b>washed</b> after using the toilet and nappy changing; when visibly dirty; prior to eating, preparing and serving food.</li> <li>• CFOC (3.2.2.)Situations that require <b>hand hygiene</b>: diapering; using the toilet or helping a child to use it; before/after preparing food and beverages, eating and handling food.</li> </ul>  |
| <b>Hand cleaning products</b>   | <b>Hand sanitiser</b> – can be used by adults and children as long as hands not visibly soiled and child over 2 years. Must contain 60% + alcohol; instructions for use must be followed and use closely supervised. Affects items covering meals/snacks (7/10), diapering /toileting (9/12) and health practices (10/13). | <b>Alcohol gels/wipes-</b> after eating/ messy play ; cleaning hands after wiping noses outside and when access to sink difficult <b>not otherwise</b>  | <b>Hand gel- Alcohol</b> hand gel regarded as a practical solution as long as hands not visibly dirty and not to be used after nappy change.<br>Hands need to be washed with soap and water after 2-3 applications of gel. | <p>NW HPA (6.8) say that alcohol gels are not cleansing agents and should not replace the need for hand washing. They do not have lasting action and have limited effectiveness against bacteria.</p> <p>CFOC says that alcohol based sanitizer is an alternative to hand washing (3.2.2.).<br/>When running water is unavailable or impractical the use of alcohol based hand sanitizer is a suitable alternative (3.2.2.2).<br/>Wipes not an alternative to hand washing.<br/>Also says (3.2.2.5) using a hand based sanitizer after washing hands with soap and water is effective in reducing illness transmission.</p> |
| <b>Health practices- cleaning hands (other than practices related to toileting or eating). Items10/ 13.</b> | <b>Clean</b> hands on arrival; before/ after water, messy, art, sensory play; after dealing with bodily fluids; after touching contaminated surfaces e.g. waste bins and pets; before giving or applying medication. after sneezing, wiping noses.   | <b>Wipes or wash</b> hands after play such as painting; wash after o/s messy play; <b>wash</b> before cooking; <b>wash</b> if in contact with bodily fluids etc. and in between applying different types of sun cream | Wash hands after handling pets; after any cleaning procedure; after handling soiled clothing or bedding; after dealing with waste/bodily fluids; when they look and feel dirty.  | <ul style="list-style-type: none"> <li>• <b>SW HPA adds</b> before /after communal play; after playing outside; after sneezing/blowing nose; after caring for sick children; before giving or applying medication.</li> </ul>   |



|                          |  |   |   |  |
|--------------------------|--|---|---|--|
| <b>Face cloths</b>       | Allows individual towels and wash cloths   |   | Individual cloths not to be used. Faces should be wiped with disposable wipe and dried with paper towel   | <ul style="list-style-type: none"> <li>NW HPA (7.4) says that there is a risk of sharing even with individual cloths and transmitting infection.</li> </ul>  |
| <b>Cleaning surfaces</b> | Item 7/10: EPA approved sanitizer or bleach and water. Item 9/12: EPA approved disinfectant or bleach and water. | No explicit products stated but must be appropriate.  | Detergent and hot water. Disinfectant <b>not</b> to be routinely used   | <ul style="list-style-type: none"> <li>NW HPA (8.2) doesn't recommend disinfectant for environmental reasons.</li> <li>SW HPA guidance recommends disinfectant after cleaning with detergent e.g. to remove food poisoning organisms.</li> </ul> |
| <b>Cleaning toys</b>     |  |   | Communal toys should be washed at least weekly; mouthed toys daily. Soft toys not recommended as can become contaminated. Need to be washed regularly if used.  | <ul style="list-style-type: none"> <li>SW HPA; air drying of equipment recommended or disposable cloths/ towels.</li> </ul>  |
| <b>Nappy changing</b>    | Detailed procedures in All about   | Gloves changed between each child ; hands washed between each if no gloves worn; table sprayed/cleaned between each; soiled hands wiped before handling new nappy; disposal in hands free bin if possible; hands washed in area | Apron and gloves; hands to be washed after each nappy change and before leaving area; designated changing area away from play area; foot operated bin; child's skin cleaned with disposable wipe; creams should be labelled with individual child's name and not shared; clean gloves should be used to remove creams from containers: mats wiped with soapy water and dried between use. |  |
| <b>Potties</b>           | Rinsed and washed in designated sink and sanitised   | Hot water, detergent and disinfectant and dried   | <b>Designated</b> sink for cleaning; washed in soapy water, dried and stored upside down; staff wear apron and gloves whilst dealing with potties and wash hands afterwards; designated area for use with hand washing facilities and supplies for both adults and children.  | SW HPA guidance recommends disposable cloths with hot water and detergent, followed by disinfectant. Stored separately and ideally children have individual potties.   |