

# Session 2.2

## Personal Care Routines

*This session explores the importance of using regular, repeated routines like eating, sleeping and changing for warm, sensitive, personal interactions.*



### Video - Personal care routines

*The key person approach is about using everyday routines to strengthen and build good attachment relationships. This session is all about ensuring that everyday personal care routines are carried out with warm, intimate interactions and respect.*

*Of course there will be times when practitioners are under pressure and some care routines are carried out with less time, however this session is about reinforcing the need to make time where ever possible and always carry out personal care routines with warmth and respect, ensuring that each child feels secure and cared for by someone who knows them well - their key person.*

# Task 1



Personal care routines -  
video clip 1



Personal care routines -  
video clip 2



Personal care routines -  
video clip 3



Personal care routines -  
video clip 4



Personal care routines -  
video clip 5

There are 5 short video clips showing practitioners carrying out personal care routines with their key children.

Ask practitioners to watch these and note:

- How the child responds to the key person
- In what way the key person involves the child in the process and the level of intimacy involved



## Personal care routines - video clip 1

- Jack keeps lots of eye contact with Rose throughout his mealtime, he is happy for Rose to help him with his spoon when he finds it difficult, he responds to Rose with laughter, smiles and giggles as he bangs his cup and Rose encourages him.
- Rose lets Jack feed himself and gently supports his independency by steadying the bowl for him and helping him grip the spoon when he finds it difficult. She doesn't rush him and gives lots of encouragement throughout. Rose keeps lots of eye contact and interaction making this an intimate, close experience for Jack, even though there are other children sat at the table.



## Personal care routines - video clip 2

- Jack is really enjoying a cuddle and some fun with Rose, he objects a little when Rose puts him down to sleep but is soon comforted by Rose staying very close to him physically, patting him.
- When Rose is cuddling Jack he is being prepared for going down to sleep, another practitioner is saying “night night sleep tight Jack”. Rose soothes Jack singing to him using his name, patting him gently and bringing herself close into him making this an intimate, close interaction.



## Personal care routines - video clip 3

- Jack is happy and content getting his nappy changed with Rose, he keeps lots of eye contact with her and engages her in his noise making enjoying her responses to his noises.
- Rose talks to Jack about his nappy change, saying what she’s doing eg. “Lets get Jack a nice clean nappy” and uses his name when talking about what is happening. She encourages him to interact by joining in with his noise making. Rose’s interactions with Jack are warm and caring.



## Personal care routines - video clip 4

- Maria holds Joshua close in a nursing position where he can focus on her face. Joshua has lots of eye contact with Maria as he feeds making this an intimate interaction. His eyes start to close and his arms move as he begins to drift off to sleep satisfied and full. Maria gives Joshua her full attention, engaging fully with him through his feed.
- At the same time Maria is keeping an eye on Ida at the other side of the room. She calls to her smiling and making eye contact. She’s making sure Ida knows she isn’t forgotten while she’s feeding Joshua and Ida she smiles back happily.



## Personal care routines - video clip 5

- Claire encourages Ava to wash her hands after going to the toilet. She models the hand-washing routine describing what she's doing. She encourages Ava's efforts.
- Claire supports Ava's feelings of autonomy while encouraging her to complete the task that she's not keen on doing.

## Reflection

*Not all care routines are always carried out in this manner. Most practitioners can think of times when they have perhaps been rushed or stretched and interactions may have been hurried and maybe not so personal or quite as respectful. By reflecting on the next two points practitioners can identify why this may have been and how this could be improved. Ask practitioners to discuss the next two points in pairs. Ask each pair to feed back to the group as a whole, for both points and record the feedback onto 2 flipchart sheets.*

*Or ask each pair to jot down their thoughts for each question onto post it notes and then put them onto sheets of flipchart (for each question) on the wall. Share this as a group. This may help less confident practitioners to feel able to share their reflections.*

- Can you think of times when you have felt rushed or stressed carrying out personal care

routines? Why was this? What would have helped?

- How can you safeguard the amount of time (and space) that is required for personal care routines to be carried out in an unhurried atmosphere of warmth and nurture?
- What are the challenges in giving children personal attention whilst dealing with the needs of other children and how do you address these?
- How can we show more respect to children, when engaging in personal care routines?

## Action to be taken

Using feedback from the reflection questions:

- Are there any organisational changes in rooms, across the setting or at particular times of the day, that could help practitioners with personal care routines?
- Can practitioners identify how they are going to improve respectful interactions whilst engaging in personal care routines?