



Home Visits Policy

Statement of intent

Toddington Childcare aims to develop a warm and caring relationship with a child and parent / carer before the child starts pre-school. To do this we would like to visit a child in their natural home environment and establish a relationship in order to ease their settling in period. A home visit can help a child feel more confident, making the transition from home to pre-school feel much easier. We hope to encourage parents to share useful information about their child so that we can endeavour to meet their child's needs and plan for their settling in and establish starting points.

Procedures

- Our staff will attend all home visits in pairs. One member of staff will be the child's Key Person and the other will be the Setting Manager/SENDCo or Pre-School Deputy.
- There must be a list of where they are visiting and at what time, given to the Administrator.
- They must carry a mobile phone with them and the mobile number must be given to the Administrator before leaving for a visit.
- Home visits will not be carried out unless agreed to by the parents / carers.
- Staff must arrange an appropriate date and time in advance for the visit.
- Parents / carers do not have to have a home visit if they do not wish to. Parents will be offered this option when they enrol their child or attend a settling in meeting.
- During the home visit, one member of staff will focus primarily on the child and the other will gather information about the child from their parent / carer. It is important to build up a relationship with the family.
- It is important to give the parent / carer an opportunity to ask questions about the setting.
- Confidentiality should be respected at all times.

This policy was accepted at a Committee Meeting of Toddington Childcare held in June 2020.

Signed on behalf of Toddington Childcare

Chris Russell

Chair to the committee of Toddington childcare

Home visits

Points to be discussed:

What do we want to know and what do we want to tell parents:

Induction

- Who will be the key worker - make sure the parent understands the role of the Key Person and that the Key Person is their first contact.

Family History

- What was the child like as a baby
- Relationships with siblings
- Any traumatic times; moving house, hospital, previous pre-school / nursery experiences - talk about their experiences; did they settle, hours attended, any worries.

Child's Health

- Are there any health worries, which may affect the child at pre-school.
- Any specific dietary needs **allergies** etc and explaining our Panco and healthy eating policy - explain pack lunch acceptable's.

Physical Development

- Does the child visit the park / outside areas to play.
- Routines e.g daily routines including meals, bedtime etc

Language

- Does the child communicate either in English or in another language. If English is not the first language, how much is understood and spoken and what is the first language.

Play

- What does the child enjoy playing with. Any special interests preferences.

Social development

- Who does the child have a close relationship with.
- How much contact has the child had with other adults/children.
- How does the child respond to new adults and children.

Emotional development

- Is there anything, which particularly worries the child.
- Are there any situations that might upset the child.
- What does the child do when angry.
- What is the best way of comforting the child.
- Does the child have a special toy or comfort object.

Settling in

- How does the parent feel the child will settle.
- Who will be staying with the child?
- Who will be collecting the child?

- Take the time to explain again how the settling in will work when at pre-school.