



STAFF SUPERVISION POLICY

EARLY YEARS FOUNDATION



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Next review	November 2026	

STAFF SUPERVISION POLICY

AIMS

This policy sets out how Brackenfield School's Early Years Foundation Stage (EYFS) Department will ensure the safety and welfare of children in our care by providing effective supervision of staff in our employment as well as students, and volunteers and how to foster a reflective practice environment.

For our EYFS to ensure that there is an accountable process in place through an effective supervision and an appraisal system, which supports, assures and develops the knowledge, skills and values of each individual member of the team and actively promotes anti-discriminatory practice.

The duty of the management team is to ensure that EYFS policies and procedures are embedded in all practice and there is a culture that enables issues about safeguarding and promoting the welfare of children to be addressed.

INTRODUCTION

For many practitioners involved in day-to-day work with children and families, effective supervision is important to promote good standards of practice and to support individual members of staff who have responsibilities for the safeguarding and protection of children. Supervision will enable both supervisor and supervisee to reflect on, scrutinise and evaluate the work carried out, assessing the strengths and weaknesses of the practitioner.

Supervision will be both educative, supportive and encourage anti-discriminatory practice. Opportunities will be created to explore values, assumptions and attitudes in relation to issues of gender, race, age, sexual orientation, disability, class, religion or nationality and challenge discriminatory attitudes and behaviours.

DEFINITIONS

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Appraisal is a more formal process. It involves reviewing a practitioner's performance over a period of time, then looking forward and reviewing set objectives, job description, strengths and areas for improvement and identifying how training needs will be met.

LEGAL REQUIREMENTS

Statutory Framework for the Early Years Foundation Stage

3.28 Providers must put appropriate arrangements in place for the supervision of staff who have contact with children and families. Effective supervision provides support, coaching, and training for the practitioner and promotes the interests of children. Supervision should foster a culture of mutual support, teamwork, and continuous improvement, which encourages the confidential discussion of sensitive issues.

3.29 Supervision should provide opportunities for staff to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

WHO BENEFITS FROM SUPERVISION?

The main beneficiary of supervision in the case of Early Years Providers, are the children who attend our setting and their families. Effective supervision ensures the delivery of efficient and safe care through regular monitoring of practice, professional support and the identification of an employee's training and development needs. It also supports increased staff retention which ensures continuity of care for children.

For the employee

Supervision provides professional one to one support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued, which in turn, increases job satisfaction.

For the employer

Communication between staff and management is improved, allowing for full discussion of the school's objectives, and priorities. Effective supervision encourages motivated, confident employees who understand the principles of safe practice and can mentor and support each other more effectively in the setting. Staff are more focused and efficient, knowing their individual priorities which increases productivity. Staff are clear about their responsibilities, what policies and procedures should be followed and what to do when they have concerns about either their own or others' practice.

ROLES & RESPONSIBILITIES

Supervisors need to:

- Ensure that staff members receive the appropriate amount and regularity of supervision. This may vary according to roles and hours worked
- Avoid postponing supervision sessions. Where cancellation is unavoidable, it is the responsibility of the supervisor to arrange an alternative time as near as possible to the original time
- Arrange a suitably private venue free from disturbances
- Be prepared to challenge and to give and receive constructive feedback

Supervisees need to:

- Value the importance of supervision and contribute to an effective process
- Prepare for, attend and actively contribute to supervision meetings
- Act on decisions made in supervision
- Be open to challenge and to receive and give constructive feedback

Confidentiality

Although this is a confidential document, it is also an organisational document which does not belong solely to the management, staff member or nursery management. The supervisions and appraisals may also be accessed as part of:

- a grievance procedure
- a disciplinary procedure
- an internal/external inquiry
- a complaints procedure

Frequency and Duration

Staff will have a supervision meeting every 6 or 8 weeks (as well as an annual appraisal meeting). However, if both or either parties deem it necessary to arrange more frequent supervision meetings, this can be arranged.

The Head of EYFS or Nursery Manager will complete a supervision record every 6 or 8 weeks and an annual appraisal report will also be completed.

The member of staff will receive a copy of the records and reports and will also complete an annual self-appraisal form. The original copies will be kept in a secure folder on our school's internal staff server.

Supervision and appraisal meetings will last for no longer than one hour. The Head of EYFS or Nursery Manager will take notes throughout the meetings as necessary. Together, the Head of EYFS or Nursery Manager and member of staff will agree on an action plan to be followed. Staff members are welcome to take notes throughout the meetings if they wish.

During the Supervision meetings:

- staff can discuss any issues - particularly concerning children's development or wellbeing;
- staff can identify solutions to issues as they arise;
- staff can receive coaching to improve their personal effectiveness;
- the Head of EYFS or Nursery Manager and staff member may discuss the current workload, concern/team issues, training/development, any additional concerns/issues such as sickness/absences and any achievements since the last supervision;
- the Head of EYFS or Nursery Manager and staff member will look at the targets set previously and will assess the level of progress made towards these targets. Actions may be written as a result of this discussion. For example, further training or more frequent supervision meetings may be suggested.

In addition to the above information, it is important that staff members continue to raise concerns as they arise and not wait until their supervision meeting or annual appraisal.

Recording supervision meetings

To ensure that the confidentiality and identity of individual children is maintained within the supervision record no names of the children discussed will be used only initials.

APPENDIX 1

Supervision Guidance

(may be used to guide and support staff when preparing for/attending Supervision Meetings)

Statutory Framework for the Early Years Foundation Stage November 2024

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(1) If applicable to your job role, are all your Key Children’s records up to date? **YES NO**

(2) If not can you explain why?

(3) Is there any support you need around learning and development, assessment and the characteristics of learning, which we use to support the children in the setting? If so please state what support you think you might need.

(4) Do you have any concerns about any child or family in your Key Worker group or any other child or family within the setting? **YES NO**

(5) Which aspect of your work do you enjoy most and why?

(6) Which aspects of your work have not gone as well as you hoped for, and why?

(7) What interesting activities and wow factors have you implemented since your last supervision?

(8) Are there any difficulties you have carrying out your duties. Are there any obstacles outside of your control which prevents you performing effectively?

(9) Does your job description accurately reflect your role? If not how can it be improved?

(10) Are there any topics you would particularly like to discuss at you supervision meeting?

APPENDIX 2

Supervision Meeting Notes

Date of Supervision:

Name of Supervisor:

Name of Supervisee:

Notes:

Signed:

Supervisor:

Supervisee:

Name of policy EYFS Staff Supervision Policy	Policy reviewed/amended date September 22 (v2) September 2023 (v3) January 2024 (v4) – EYFS framework update December 2024 (v5) December 2025 (v6)	
Original policy date October 2021	Current version V6	
Date of next review Spring Term 2026		