

## Policy on Supervisions in the EYFS

### Introduction

Under the Early Years Foundation Stage (EYFS) framework, all settings are required to ensure that staff are effectively supported and supervised. Statutory guidance (Section 3.10 of the EYFS) specifies that employers must provide regular supervision for staff to ensure that they are competent, confident, and supported in their roles. This is to ensure that staff understand their responsibilities, are supported in their professional development, and can deliver high-quality care and education.

### Rationale and Purpose

The primary purpose of supervisions in the EYFS is to promote the safety, well-being, and development of the children in our care, by supporting the professional development of staff. Supervision provides an opportunity to discuss:

- Staff well-being and emotional support
- Professional development needs and goals
- Reflective practice and continuous improvement
- Identifying areas for improvement or training needs
- Reviewing the effectiveness of practice and provision

Supervision also plays a critical role in monitoring and improving the quality of practice, ensuring that staff have clear guidance and feel supported in delivering high standards of care and education.

### Aims of Supervision

- **Support and Development:** To provide staff with the opportunity to reflect on their practice, identify areas for development, and set professional goals.
- **Ensure Safeguarding and Welfare:** To ensure staff understand their safeguarding responsibilities and can discuss any concerns regarding children's welfare.
- **Promote Well-Being:** To support staff well-being by addressing any challenges or concerns and ensuring staff feel valued and supported.
- **Improve Practice:** To review and improve the quality of teaching and learning through reflective practice, feedback, and targeted development.

- **Monitor and Evaluate Performance:** To assess the performance of staff, identify strengths and areas for improvement, and ensure that any necessary support is provided.

### **Frequency**

Supervision meetings will occur **at least every term (three times a year)** for all staff working directly with children. These meetings may be more frequent if there are specific needs or concerns, such as for newly qualified staff or those identified as requiring additional support. The frequency of supervision will be agreed upon with each staff member, considering individual needs and workload.

### **Format**

Supervision meetings should be structured to ensure that they are productive and focused on the key areas of practice, development, and support. A typical supervision meeting will include:

- **Reflection on practice:** Discussion of what is working well, what challenges have arisen, and opportunities for improvement.
- **Professional development:** Identifying areas for training or career progression, setting targets for future development.
- **Well-being check:** Addressing any personal or emotional concerns to ensure the well-being of the staff member.
- **Feedback and performance review:** Assessing how the staff member's performance aligns with the setting's expectations, including observations and feedback from colleagues.
- **Action plan:** Agreeing on goals, any follow-up support, and setting a date for the next meeting.

Supervision should be conducted in a private, confidential environment to encourage honest reflection and open dialogue.

### **Documentation Required**

All supervision meetings must be documented. The following records will be kept:

- **Supervision Record Form:** A written record of the discussions, agreed actions, and any follow-up actions required. This will include key points discussed, goals set, and timelines for review.
- **Action Plans:** A summary of agreed action points or development targets, including specific goals and deadlines for completion.
- **Training Logs:** Any recommendations for training or professional development, including dates and completion status.

These records will be stored securely and treated with confidentiality. They will be available to staff for review, as well as to senior leadership, for the purpose of evaluating the effectiveness of supervision.

### Key Responsibilities

- **Responsibilities of Supervisors:**
  - **Provide Support:** Ensure that staff are receiving the guidance, resources, and emotional support they need to be effective in their roles.
  - **Facilitate Reflection:** Encourage reflective practice, helping staff to assess their performance and identify areas for improvement.
  - **Monitor Performance:** Regularly assess staff performance and ensure that safeguarding and welfare requirements are being met.
  - **Provide Feedback:** Offer constructive and actionable feedback to support professional development.
  - **Identify Development Needs:** Identify staff training or professional development needs and assist in meeting those needs.
  - **Ensure Documentation:** Keep accurate and up-to-date records of supervision meetings and action plans.
- **Responsibilities of Supervisees:**
  - **Active Participation:** Engage in the supervision process by reflecting on practice, discussing challenges, and being open to feedback.
  - **Set Goals:** Work collaboratively with the supervisor to set achievable goals for professional growth and development.
  - **Take Responsibility:** Be proactive in addressing any areas for development or improvement and seek support when necessary.
  - **Maintain Confidentiality:** Respect the confidentiality of supervision meetings and the discussions held within them.

- **Follow Through on Actions:** Take ownership of agreed action points and strive to implement the recommendations discussed in the supervision.

### **Review and Evaluation**

This policy will be reviewed annually to ensure it remains in line with any changes in statutory requirements or best practice in early years education. Regular feedback will be sought from staff regarding the effectiveness of the supervision process to identify areas for improvement.

By following this policy, we ensure that our staff receive the support, development, and feedback they need to create a positive, safe, and nurturing environment for children in our care.

**This policy is the responsibility of the Group Head of Early Years**

**Last Review: February 2025**

**Next Review: February 2026 (or earlier subject to KCSIE 2026)**