



A Guide to Providing Effective Supervision in Early Years



Introduction and aims of this guide.

Effective supervision in Early Years provides staff with an opportunity to reflect on their practice, explore any worries or concerns about the welfare of children in the setting and this contributes towards developing confident and competent staff groups. All of these are known to be key factors in establishing safe organisations where children are safeguarded from harm.

This supervision guide has been designed to provide information to support all Early Years Providers to undertake effective supervision. It highlights the difference between supervision and appraisal, what the supervision process may look like in terms of the organisation and structure and provides practical tips for the implementation of supervision within your Early Years Provision. Alongside this guide, a policy framework, an example supervision agreement, a record form, and an audit have been produced. These are included **within the appendix of this guide.**

The Early Years Foundation Stage 2024 sets out a statutory requirement that all early years' settings have arrangements for staff supervision in place. This EYFS (Early Years Foundation Stage) highlights the importance of good supervisory practice throughout the EYFS in the context of establishing a supportive professional culture to ensure the highest standards of safeguarding for both children and staff.

In Group and School based settings the EYFS 2024 states:

Supervision of staff

3.27 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.

3.28 Supervision should provide opportunities for staff to:

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

For Childminders, the EYFS states:

Training and supervision of assistants' skills

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

3.33 Supervision should provide opportunities for staff to:

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

What will Ofsted expect to see in place?

Ofsted will expect to see that effective systems are in place to ensure that high quality supervision is provided to all staff and that this has an impact on their practice.

To gain an understanding of this, Ofsted Inspectors may spend time talking to Leaders, Managers, Staff, and Volunteers about the arrangements in place for supervision, their experiences of the process and the impact this has had on their practise.

Inspectors will gather evidence of the effectiveness of staff supervision, performance management, training and continuing professional development, and the impact of these on children's well-being, learning and development. This includes evidence on how effectively Leaders engage with Staff and make sure they are aware of and manage any of the main pressures on them.

Paragraph 119 Early Years Inspection Handbook 2024

Appraisal is not the same as Supervision.

Appraisals are annual meetings to review a staff members performance over the year, set targets for the next year and discuss any training needs linked to the setting.

During the appraisal process the appraiser will use the Job Description, alongside any previous action points set as a focus for these meetings to determine whether performance has been exceptional, good, average, or poor. Evidence should be collated to illustrate any points that are made within these meetings. Examples may include:

- Positive comments from parents.
- Observations of practice.
- Contributions at events or ideas presented for activities that have been successful for the children.
- Attendance records.
- Complaints
- The completion of training and the impact this has had upon practice.

If the appraisal is with a new member of staff, then induction notes and the induction training plan completed during induction, may also be used to inform the appraisal meeting, and identify progress.

Appraisal meetings can also offer opportunities for employers to gain feedback on the practise and provision within the organisation, this may be through asking for comments on specific issues which may affect staff welfare; for example, work/life balance issues, length of journey time, staff facilities or even general staff morale within the provision or group.

Supervision is not the same as Appraisal.

Supervision is a formal recorded process which ensures that regular contact between a staff member and an identified member of staff, such as the Leader or Manager is provided. Supervision is aimed to:

- Provide staff with regular opportunities, within a 'safe space,' to reflect on their own practice, their role, responsibilities, health, wellbeing, and professional development.
- Explore any worries or concerns about the welfare of children in the setting.
- Discuss and identify solutions to any issues raised and agree actions to take in relation to these.
- Provide mentoring and coaching to improve personal effectiveness.

The supervision process is designed to ensure that members of staff have access to the support, training, and procedures they require for professional growth and development.

Supervision also ensures practise within the setting is audited regularly and that the care and support provided to children and parents continues to be of the highest quality.

The purpose of supervision is:

- To develop an open, honest professional culture and accountability throughout the setting.
- To provide a regular 'safe space' for staff/volunteers to be supported to reflect upon their roles at work, the children they provide care for and their own health and wellbeing.
- To assess staff/volunteers' suitability to work with young children and review any changes regarding the Health Declaration and DBS (Disclosure and Barring Service) check.
- To celebrate and motivate staff and provide constructive challenge, where appropriate.
- To ensure the needs of individual children are being met and provide an opportunity to discuss any concerns regarding specific children.
- To monitor and reflect upon practise, identify strengths and areas for improvement and/or any training needs.
- To identify and find solutions to potential and existing problems.
- To discuss how personal factors are affecting work and provide support, coaching and mentoring.

Supervision as part of safeguarding procedures.

Effective supervision forms part of the safeguarding procedures within Early Years provision and both supports and strengthens the safeguarding culture.

Supervisions should:

- Identify staff's knowledge of safeguarding procedures in line with the settings policies and local procedures, determine any gaps in knowledge and identify development opportunities to address these gaps.
- Evidence staff understand their roles and responsibilities to fulfil their professional duties, including a demonstration of their safeguarding knowledge. This could be through a conversation about practise, lessons learned, or how they apply their training in practise.

- Provide a reflective space to discuss any on-going concerns and specific incidents, to assess risk factors and to discuss next steps. Please note: If a member of staff holds a safeguarding concern, they should immediately report this to the settings DSL and should not wait for a supervision meeting to take place.
- Provide support for individual members of staff to discuss the personal impact of their safeguarding role and responsibility. This should include support to address the emotional impact, and where needed identify further support and signposting to other services.

Who should have supervision and how often?

All staff including Leader's, Managers and Volunteers should receive regular supervision.

Ofsted does not specify how often supervision should take place or how long it should last, however it is important to recognise that in order to provide support to children, families, and other colleagues, Leaders, Managers, and all members of staff or volunteers must also receive appropriate level of support through an effective supervision process.

The importance of Supervision in Early years.

Supervision is designed to be a supportive process. It is a time to listen to each other, value, motivate and empower staff and involve them in both decision-making and problem solving. Supervision can be used to reduce stress and explore staffs' feelings relating to health and safety, safeguarding, enabling staff to work more effectively in their roles.

Supervision will benefit an Early Years provision through:

- Providing opportunities to find out about staff as individuals, and support staff to understand the direction of the provision they work for and how they can contribute to it.
- Providing opportunities to revisit the settings expectations, manage performance and capabilities and respectfully challenge practise.
- Ensuring children and their families receive the highest quality of care and service.
- Improving communication and an ethos of shared responsibility.
- Supporting staff wellbeing and assisting with staff retention.
- Maximising safeguarding of children.

Supervision will benefit the Early Years Practitioner, Leader, Manager, Assistant or Volunteer through:

- Providing opportunities to review their roles and responsibilities, in terms of where they are now and where they would like to go. This could include the identification of training opportunities.
- Providing opportunities to reflect on, analyse and evaluate their own practice and receive coaching and / or mentoring in relation to this.
- Providing support to set personal goals and an opportunity to review, change or adapt recent or past actions and agree new actions.
- Developing confidence and promoting safe working practices.
- Allowing disagreements to be recorded and solutions explored at the earliest opportunity.

Key Aspects of Supervision:

- Supervision is a legal requirement which is outlined within the EYFS Statutory Framework (2024).
- Clear systems and procedures should be in place to support supervision.
- Supervision is a confidential regular face to face meeting, between a named supervisor and supervisee.
- Supervision should provide an opportunity to reflect on practice, children's development, and safeguarding.
- Regular supervision meetings should be planned; however, occasions may also arise where unplanned supervision meetings take place.
- Supervisions should be recorded.
- Supervision should be a supportive process.

Good practice in supervision

Effective staff supervision is commonly characterised by the following features:

- **Confidentiality:** Supervision should include a joint commitment to openness and honesty about what may be treated as confidential by both parties (and a supervision group). Matters discussed in a supervision meeting can be treated as confidential when it is agreed that it is unnecessary to discuss them elsewhere. However, on occasions where difficult issues will have to be discussed elsewhere, or safeguarding concerns are shared that need to be escalated, being open and transparent about when and why this is necessary and how it will be done is crucial.
- **Commitment to preparation.** Before the beginning of each meeting the agenda for the supervision meeting can be jointly agreed by both Supervisor and the Supervisee. This will allow topics of discussion to be prioritised and ensure the meeting reflects the Supervisees needs.

Topics for discussion during a supervision meeting may include:

- A wellbeing check in focusing upon practitioner mental health, wellbeing, and physical health.
- Discussions relating to individual children's progress, development, wellbeing, alongside any child protection or safeguarding concerns.
- Discussions relating to professional practise in relation to staff conduct, working relationships, interactions with families, colleagues, and other professionals.
- A review of professional development in relation to the last supervision meeting, positive feedback and recognition relating to tasks undertaken and training accessed.
- Updates on key tasks, activities, and projects undertaken.
- Safeguarding issues.

NB: Whilst it may not be possible to discuss all topics outlined above, these can be jointly prioritised at the beginning of a supervision meeting.

- **Clear systems and procedures are in place to support the supervision of all staff.** These may include: A Supervision Policy, which outlines the purpose of supervision; clarifies confidentiality expectations and boundaries within supervision and stipulates the frequency, duration and recording of supervision

meetings. This may also be used alongside a Supervision Agreement which is signed and adhered to by both the Supervisor and Supervisee.

- **An appropriate physical environment for supervision is provided.** Supervision needs to take place in a confidential, comfortable relaxed environment where interruptions are minimised.
- **The frequency and duration of supervision meetings is agreed by both parties.** Supervision is effective when meetings are scheduled in advance, held on a regular basis and where sufficient time is allocated to the meeting and timings are not changed.

Supervision meetings may increase at certain points, for example if a member of staff has a personal change of circumstance which would benefit from increased supervision meetings or if a member of staff is dealing with a challenging Child Protection case. Additionally, staff members may request a supervision meeting with their Line Manager at times where they feel this would be beneficial.

- **Regular supervision meeting are planned for all staff, including Leaders, Managers, and any Volunteers. These meeting take place frequently alongside unplanned supervision meetings as and when appropriate.** In all Early Year's Provision's supervisions will mainly take a planned approach for all staff, including Leaders, Managers, and any volunteers. However, at times such as increased individual child development concerns or Child Protection concerns, it may be suitable and necessary for supervisions to take place in an unplanned capacity. During unplanned supervision meetings, the Supervisor should aim to still uphold the values outlined in the Supervision Policy.
- **Supervision is a supportive process.** Supervision should take place within a supportive professional culture which is built on mutual trust and respect. The need to provide a 'safe' space to discuss issues relating to safeguarding children and personal issues presented by staff must be recognised by Leaders and Managers. During supervision meetings Leaders and Managers facilitating supervisions need to be able to offer opportunities for open / honest reflections and offer their support in finding potential solutions to concerns and issues raised.
- **Supervision provides an opportunity to reflect on practice.** Supervision should not be seen as a 'tick-box' process to check on what practitioners are doing. Reflecting on practise and discussing individual cases is a valuable part of the process and this should be balanced with opportunities to discuss any issues, identify solutions, and receive coaching to improve personal effectiveness.
- **Supervision meetings are recorded in writing.** Recording the discussions which take place during the supervision meetings ensures an accurate record of decisions and agreed actions is made. The Supervisor often takes responsibility for documenting the discussion during the session and formally agreeing actions at the end. Following the meeting the Supervisor provides the Supervisee with a record of the meeting. Any safeguarding decisions will be clearly stated and recorded in case files (in accordance with the settings policies and procedures). On receiving the written record of the supervision meeting, the Supervisee will check through the notes and send any additions / amendments to the Supervisor. In line with data protection, the Supervisor is responsible for the safe storage of supervision records.

- **Clear roles and responsibilities are in place which support the supervision process.** Depending on the size of the Early Years provision it may not be appropriate, or possible for the Leader or Manager alone to provide supervision to the whole team. Ideally each Supervisor should only line manage a handful of people and their workload needs to reflect the time required for the meetings and completion of paperwork involved. To ensure that the staff supervision standards are upheld, a team supervisory relationship chart can be created which clearly outlines who is supervised by whom, an example of this is included in the model policy within the appendix.
- **Access to supervision training is provided for those who facilitate supervision for others.** All those leading or undertaking supervision meeting will need to receive training in their role to support the development of their supervision skills and knowledge of the process.
- **Measures are in place for quality assurance.** Regular monitoring and evaluation of supervision activities needs to be undertaken by Leaders and Managers to ensure that the systems and procedures in place are effective in promoting the safety and welfare of children and staff within the setting.

Implementing supervision in your Early Years Provision

Before the supervision process can be implemented, as an Early Years Provider you will need to reflect upon the organisational structure of your setting, the supervision you have in place for Leaders and Managers and the job descriptions you have in place to support the supervision process.

1) Organisational Structure: roles and responsibilities.

Depending on the size of the provision it may not be appropriate for the Manager to be providing supervision to the whole team, and it may be decided that Room Leaders / Deputies carry out supervision meetings for the people they line manage. The sharing of responsibility will develop the skills of the whole team, build relationships within the team, and free up the Managers time for strategic tasks.

If the provision is Committee Run, then the Manager should be attending Committee Meetings. This will allow opportunities to discuss budgets, training, capacity, numbers, and policies.

2) Good quality supervision should be in place for the Manager.

It is important to note that Leaders and Managers cannot support supervision in their Early Years Provision if they themselves are not supported. It is therefore essential that the Manager also receives regular supervision. This could be facilitated by:

- Committee Chair / Nominated Person for childcare.
- School Governor / Head / Deputy / Nominated Person for childcare.
- A Deputy working alongside a Director / Committee Chair / Nominated Person for childcare.
- The Manager joining up with another Early Years provision and in doing so receive supervision from another Manager (peer to peer). This would work well in a chain or an existing network group.
- The Owner / Area Manager or an independent Early Years Consultant

3) Clear job descriptions and person specifications should be in place to support the process.

Effective supervision relies upon on having clear and accurate Job Descriptions and Person Specifications as these are referred to in the supervision and appraisal process. They therefore need to be in place at the point of recruitment to ensure staff are competent and capable to fulfil their roles and revisited regularly with all staff.

When and how do you start supervision?

Once the above 3 elements are in place, the supervision process is ready to start.

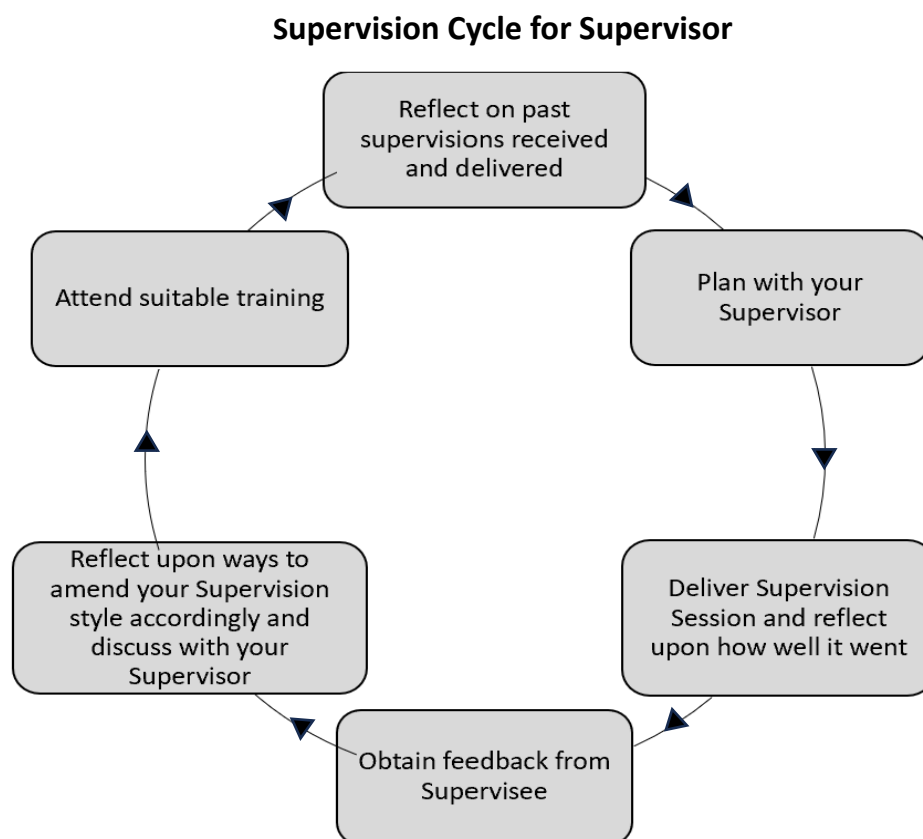
For the supervision process to be effective, the process needs to be valued by the whole team and everyone needs to be committed to this too.

When implementing supervision in settings Leaders and Managers may therefore consider facilitating discussions at a team meeting regarding how it will work, how it will be implemented and how the impact of it will be measured. It may be helpful at this point to work together to set a standardised Supervision Agenda, Agreement and Policy. (Examples of these are include with the appendix.)

The process of supervision needs to begin with the Manager and the Senior staff she / he supervises and then progress to the next and subsequent layers of staff. It is important to remember that the Deputy / Leader needs to receive high quality supervision themselves in order to be able to provide high quality supervision to others, so ensure that time is invested in the supervision at the top of the organisational chart first; so, Leaders can lead by example.

Also remember the process should also be about the individual's wellbeing, emotional support, and development in order to enable them to do their job to the best of their ability.

The Supervision Process



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The Supervision Process for Supervisor and Supervisee

Before the supervision session.

- The Supervisor and Supervisee agree the agenda, time, and location of the meeting.
- Both the Supervisor and the Supervisee should prepare for the supervision meeting by looking through the previous meeting notes and any actions.
- The Supervisee reflects upon previous supervision meetings and progress against the actions from these.



During the meeting

Adopt a person centre approach and employ active listening skills.

Use effective questioning to:

- Discuss any issues – particularly concerning children's development or wellbeing, including Child Protection concerns.
- Discuss any concerns and issues as they arise and identify potential solutions and ways of bringing about change through coaching and mentoring.
- Explore and assess relevant information about the Supervisee, their current situation and workload.

Clarify what has been agreed, what will happen next, and agree timescales.

Ensure any actions set are clear, understood, and achievable.



Conclude the meeting.

Ensure the Supervisee feels supported as a person and as a practitioner and are aware of where they can access further help and support and guidance if it is needed.

What might be discussed during a supervision meeting?

In this guide the supervision meeting has been split into 4 sections: wellbeing, roles and responsibilities, professional practise including working relationships and professional development.

The following has been designed for illustration purposes only, and Early Years Providers will need to reflect upon what they need to include within each of their own meetings and reflect upon how this may differ for practitioners according to their needs.

Part 1: Individual / Wellbeing / Emotional Support.

Fundamentally this is one of the most important parts of supervision, as staff can only fully support the children and their families if they are supported themselves.

Practitioners need to be able to recognise and contain emotions rather than leaking them onto others, this requires supportive structures and safe spaces, such as individual and team supervision that offers regular

opportunities for reflecting and communicating openly, sharing perceptions, practice dilemmas and concerns with others, and together deciding on a way forward.

Appropriate support in supervision can help staff members achieve distance and perspective.

During discussions about wellbeing, the Supervisor should also ask if there have been any changes affecting their DBS Check and Health Declaration.

Part 2: Professional roles and responsibilities discussion, discussing children and families.

As part of these discussions, the Supervisor might encourage the practitioner to reflect upon:

- Practice – in relation to what is working well and why?
- Any concerns they hold.
- Child development and progress, this may be in relation to their own key children and other children in the room.
- Room organisation and curriculum experiences.
- Observation, assessment, and curriculum planning for children.
- Safeguarding.

Part 3 Professional roles and responsibilities discussion, discussing practice.

As part of these discussions, the Supervisor might encourage the Supervisee to reflect upon:

- The Staff Code of Conduct.
- Working relationships.
- Parent partnerships.
- Any concerns which they hold.

Part 4 Professional development discussion.

As part of these discussions, the Supervisor might encourage the Supervisee to reflect upon and identify:

- Development needs.
- Training needs.

Professional development could be linked to an area for development that has been chosen together with the Supervisor, an area of interest or something the Supervisee wishes to develop such as 'the environment' or it could be an area of their practice which needs improvement such as 'storytelling' or 'behaviour management.'

Further items for inclusion in supervision meetings

The settings training plan should be incorporated into all supervision sessions and through discussions training may be selected to meet an identified need for development or agreed action.

Supervision should be linked to the Job Description and Person Specification; and opportunities to discuss the job requirements in relation to performance, competency issues and suitability to undertake the role should be facilitated.

The above should provide enough topics to really get discussions going, however this is only a guide, and it is important that each Early Year's Provider personalises their systems and procedures to reflect what is needed within their provision.

In summary

Supervision can feel like quite a strange and daunting process especially if it is new to both parties.

This guide and the resources within it have been produced to provide Early Years Providers with an outline of the process, a framework of guidance to follow and templates to use.

For supervision to be effective it is important to ensure that supervision is valued, that clear systems and procedures are in place, right from the start, and that these are understood and agreed by all staff.

The systems and procedures in place for supervision should also be reviewed regularly as a team to assess how well they are working, following this, appropriate changes to improve effectiveness can be made.

Warwickshire County Council

Supervision

Model Policy for Early Years Providers (May 2024)



Purpose of this model policy:

The EYFS (Early Years Foundation Stage) Framework 2024 states that:

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

Supervision should provide opportunities for staff to:

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

This model policy framework has been developed to support all Early Years providers working with children aged from birth to five years, with a focus on good practice in relation to supervision. This is a Supervision Policy Framework and so each individual setting should reflect upon their own policies and procedures and adapt the policy framework based upon these.

Additional elements to consider are included within the policy and are highlighted in yellow. Settings should consider these points in relation to their own policies and procedures and include reference to these points when relevant.

Supervision Policy

Policy Statement

(Insert name of setting here) values all members of staff and understands that supervision is an important way of providing all staff with the opportunity to identify concerns, celebrate achievements, collaborate action plans and support the wellbeing of staff.

At, (insert name of setting here) and in line with the EYFS Framework 2024, we understand that effective supervision provides:

- Support, coaching and training for all staff / assistants.
- Promotes the best interests of children.

We also understand that supervision should foster a culture of:

- mutual support
- teamwork
- continuous improvement

All these aspects encourage the confidential discussion of sensitive issues.

As outlined in the EYFS 2024 Framework, supervision should provide staff with the opportunities to:

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

Supervision is a two-way process and should ensure that it promotes accountability and is supportive to staff development. All staff involved in supervisions should work together to ensure that supervisions are useful, supportive, open, and honest, objective and solution focused discussion. This Supervision Policy outlines the way in which supervisions should be conducted at (insert name of setting here).

This Supervision Policy is linked with (but not inclusive to) other policies for the setting, including:

• Child Protection / Safeguarding Policy.

• Complaints Policy.

• Equality and Diversity Policy.

• Staffing and Employment Policy.

• Staff Code of Conduct Policy

Purpose of Supervision

At (insert name of setting here), we have agreed that the main functions of supervision are to:

- Support staff.
- Assess staff / volunteers' suitability to work with young children, review any changes regarding the Health Declaration and DBS (Disclosure and Barring Service) check.
- Celebrate and motivate staff.
- Develop staff practice, understanding and skills and facilitate training where appropriate.
- Ensure the needs of individual children are being met.
- Support the settings safeguarding culture.
- Develop an open, honest, and professional culture.
- Share the settings values and ethos.
- Achieve accountability.
- Communicate key information.

At (insert name of setting here) we have agreed that supervision meetings enable for the opportunity to:

- Discuss current roles and responsibilities, this may include a discussion around new starters, key children, and child development.
- Recognise and celebrate achievements.
- Discuss any concerns held relating to individuals' roles and responsibilities.
- Discuss any concerns held relating to performance or conduct, in line with the Staff Code of Conduct Policy.
- Discuss concerns relating to working relationships.
- Share any health and safety concerns.
- Identify training needs.
- Identify solutions to any concerns raised.

Appraisals and Supervision

At (insert name of setting here) both appraisals and supervisions are an important aspect of staff development and as a setting, we value both aspects.

Supervision which takes place at (insert name of setting here) is regular contact between a staff member and an identified member of staff, such as the Manager, to discuss how things are going, particularly in relation to:

- Children's development or wellbeing, including child protection concerns,
- A discussion around any issues and looking for potential solutions.
- An agreement of actions, guidance and support focused upon these issues.

Appraisals at (insert name of setting here) however, are a different process and involve reviewing staff's performance over a period of time, then looking forward and setting objectives, strengths, areas for improvement and identifying how training needs will be met.

Supervision as Part of Safeguarding Procedures

At (insert name of setting here), effective supervision forms part of our settings safeguarding procedures and supports and strengthens the safeguarding culture within our setting.

Supervisions should:

- Identify staff's knowledge of safeguarding procedures in line with the settings policies and local procedures, determine any gaps in knowledge and identify development opportunities to address these gaps.
- Evidence staff understand their roles and responsibilities to fulfill their professional duties, including demonstration of their safeguarding knowledge. This could be through conversation about practice, lessons learned or how they apply training in practice.
- Provide a reflective space to discuss any on-going concerns and specific incidents, to assess risk factors and to discuss next steps. **Please note: if a member of staff holds a safeguarding concern, this should immediately be reported to the settings DSL and staff should not wait for a supervision meeting to take place.**
- Provide support for individual members of staff to discuss the personal impact of their safeguarding role and responsibility. This should include support to address the emotional impact, and where needed identify further support and signposting to other services.

Supervision for All Staff

At (insert name of setting here) we recognise that all our staff who come into regular contact with children and families should receive regular supervision, this includes our **Leaders, Managers, Volunteers, Room Leaders, and Practitioners**.

We recognise that this is important for all staff, including Leaders and Managers, as in order for them to be able to provide support to children, families, and other colleagues, they must also receive appropriate levels of support through an effective supervision process.

Frequency

Supervisions should take place regularly. At (insert name of setting here), we have determined that supervisions for all staff will take place **monthly / every 6 weeks / half termly / termly**.

Dates for supervision meetings will be agreed in advance and these dates will be communicated to staff in advance of the supervision meeting. Dates for supervision meetings will be recorded in the **settings diary / settings date planner / settings plan**.

Supervision meetings may increase at certain points, for example if a member of staff has a personal change of circumstance which would benefit from increased supervision meetings or if a member of staff is dealing with a challenging child protection case. Additionally, staff members can request a supervision meeting with their Line Manager at any time which they feel would be beneficial.

Planned and Unplanned Supervision Meetings

At (insert name of setting here), we recognise that supervisions will mainly take a planned approach. However, alongside planned supervisions there may be times that supervision meetings occur in an unplanned capacity. These might be during times when there are increased concerns in relation to an individual child's development or Child Protection concerns around a child and family.

During unplanned supervision meetings, the Supervisor should aim to still uphold the values outlined in the Supervision Policy.

Roles and Responsibilities

As a setting, we understand that in effective supervision there are distinct roles, the Supervisor, and the Supervisee.

Supervisor

Where suitable, subject to safeguarding factors, ensure confidentiality of discussions.

Create a culture during the supervision process which is open, supportive and effective.

Allocate a suitable time and location.

Outline timescales in which supervision meetings should take place.

Whenever possible, prioritise the supervision process to allow it to take place when agreed and without disruption.

Maintain accurate and clear records from the supervision meeting.

Ensure that the supervision process runs in line with the settings Staff Code of Conduct Policy.

Supervisee

Attend supervision meetings regularly and ensure they are punctual for the meeting.

Understand why supervision is important and being open, reflective and professional.

Listen to any actions set and following directions given to address these actions.

Attend the supervision session prepared.

Actively participate in discussions throughout the supervision meeting.

Ensure conduct is in line with the settings Staff Code of Conduct Policy.

At (insert name of setting here), we recognise that all staff who have regular contact with children and families should receive supervisions and have allocated who is responsible for completing each staff members supervision.

At (insert name of setting here) we recognise that Leaders and Managers cannot support supervision in their Early Years Provision if they themselves are not supported. The supervision of Leaders and Managers in our setting is facilitated by:

- Committee Chair/nominated person for childcare.
- School Governor/Head/Deputy/nominated person for childcare.
- A Deputy working alongside a Director/ Committee Chair/nominated person for childcare.
- A Manager joining up with another early year's provision to receive peer to peer support.
- The Owner or Area Manager.
- An independent Early Years Consultant.

Where more frequent or unplanned supervision is required, it may be that staff with other roles within the setting take the role of Supervisor. This should be discussed with the Supervisee and agreed as appropriate.

All members of staff who complete supervisions, should be trained appropriately, and receive on-going support in completing the supervision process.

Identified Member of Staff Requiring Supervision	Role of Person Responsible for Supervision
Manager	State here the name and role of the person who is responsible for completing supervision.
Deputy Manager	State here the name and role of the person who is responsible for completing supervision.
Setting DSLs	State here the name and role of the person who is responsible for completing supervision.
Room Leaders	State here the name and role of the person who is responsible for completing supervision.
Practitioners	State here the name and role of the person who is responsible for completing supervision.

Preparation for Supervision Meetings

Prior to a supervision meeting taking place, time should be spent by both parties to prepare for the supervision session.

At (insert name of setting), we agree that supervision should:

- Be planned and held at an agreed time and venue.
- Be held in a private space.
- Be supported and informed by clear and accurate job descriptions/ person specifications.

- Take approximately 30 minutes / 45 minutes / an hour.
- Be structured with an agreed agenda in relation to the roles of the individual.
- Have flexibility within the agenda to discuss additional aspects desired by the Supervisee.

During Supervision Meetings

During regular supervision meetings, the Supervisor will focus the supervision upon 4 principal areas: practitioner wellbeing check-in; professional discussions around roles and responsibilities; professional discussions around professional practice, including working relationships and discussion around professional development. Some elements which may be discussed during the supervision meeting are outlined below.

1. Practitioner wellbeing check-in.

This may include:

Discussions around mental health and wellbeing both inside and outside of the workplace.

- Physical health in relation to job roles and responsibilities.
- Wellbeing and mental health.
- Strategies to support wellbeing.
- Signposting to other services as appropriate.

2. Professional discussion around roles and responsibilities.

As part of these discussions, practitioners may reflect upon:

- Self-reflection.
- Celebration of practice – in relation to what is working well and why?
- Any concerns held.
- Child development and progress – this may be in relation to their own key children, and other children in the room.
- Room organisation and curriculum experiences.
- Observation, assessment, and curriculum planning for children.
- Safeguarding.

3. Professional discussion around professional practice including working relationships.

This may include:

- Self-reflection
- Links to Staff Code of Conduct
- Working relationships
- Parent partnership
- Concerns

4. Discussion around Professional Development

This may include:

- Professional Development undertaken.
- Development needs identified.
- Training activities suggested.

Recording Supervision Meetings

A record of the supervision meeting should be taken using the settings agreed proforma. Supervisions should have clearly defined actions, which should be revisited at the next supervision meeting.

The record should be shared with the Supervisee within **one week** of the supervision meeting. Both the Supervisor and Supervisee should retain a signed copy of the record, which should be kept in a secure and confidential location.

Additional elements to consider:

- Where are records stored?
- Are records paper based or electronic?
- How will the records be shared with individual staff members?
- When will the records be shared with individual staff members?

Concerns about the Supervision Process

All staff have a responsibility to ensure an effective supervision process is in place across our setting. If staff hold a concern regarding the supervision process, these should be reported directly to the **Manager**. If for any reason, this is not appropriate, concerns can be raised to the **Committee / Chair of Governors / Area Manager**.

Appendix 2: Supervision Agreement

Staff Supervision Agreement

Supervisee Name		Role	
Supervisor Name		Role	

Organisational Elements of Supervision	
How often will a planned supervision meeting take place?	
Approximately how long will each supervision meeting last for?	
How will each staff member involved in the supervision try to minimise disruptions?	

Record Keeping	
Who will record the discussion held during the supervision meeting?	
How and when will a copy of the supervision meeting record be shared with the Practitioner/Supervisor?	
Where will the record of the supervision meeting be stored?	
Who else may need to access a copy of the supervision record? And how will this be communicated?	

Supervision Agenda
<ul style="list-style-type: none">• Wellbeing check-in.• Review of previous actions set.• Discussion around roles and responsibilities.• Discussion around professional practice.• Discussion around professional development.• Declaration.• Confirm details of the next meeting.

What should a Supervisee expect from their supervision meeting?
<ul style="list-style-type: none">• An opportunity to discuss their wellbeing and seek further support and signposting as needed.• An open and reflective space for the supervisee to celebrate their practice, talk through areas of development and express concerns.• All records to be stored securely and confidentially, in line with the settings policies and procedures.• Supervision meetings to be prioritised in diaries, as reasonably possible.• Supervision meetings to occur regularly; the frequency of supervisions may also increase when appropriate.• Confirmation of details of the next meeting to be shared at the end of the supervision meeting.

What should a Supervisor expect from a supervision meeting?

- For preparation for the meeting to have taken place by the Supervisee, considering what was discussed at the last supervision meeting and what they may want to discuss during the supervision meeting.
- A reflective discussion, in which the Supervisee is able to celebrate their practice, talk through areas of development and express concerns.
- A proactive approach to actions set, with the Supervisee being ready to undertake any training and development activities discussed.
- Supervision meetings to be prioritised in diaries, as reasonably possible.
- Supervision meetings to occur regularly; the frequency of supervisions may also increase when appropriate.
- Confirmation of details of the next meeting to be shared at the end of the supervision meeting.

Supervisee Signature			
Supervisor Signature			
Date of Agreement		Date for Review of Agreement	

Appendix 3: Record of Supervision

Record of Supervision

Supervision Date:

Practitioner Name:		Practitioner Job Role:	
Supervisor Name:		Supervisor Job Role:	

Wellbeing Check-in	
Discussion focused on: <ul style="list-style-type: none"> Physical health in relation to the job roles and responsibilities Wellbeing and mental health Strategies to support wellbeing. Signposting to other services as appropriate 	
Actions Agreed	

	Actions from Previous Meeting	Next Steps
1		
2		
3		

Discussion around Roles and Responsibilities	
Discussion focused on: <ul style="list-style-type: none"> Self-reflection Celebration of practice – what is working well and why. Concerns Child development of key children/other children in the room Room organisation Safeguarding 	
Actions Agreed	

Discussion around Professional Practice	
Discussion focused on: <ul style="list-style-type: none"> Self-reflection Links to Staff Code of Conduct Working relationships Parent partnership Concerns 	
Actions Agreed	

Discussion around Professional Development	
Discussion focused on: <ul style="list-style-type: none"> Professional development undertaken. Development needs identified. Training activities suggested. 	

OFFICIAL - Sensitive

OFFICIAL

Actions Agreed	
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Declaration

Include settings statement regarding declaration of any convictions etc. in line with settings policies, including Staff Code of Conduct
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Signature Practitioner	
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Signature Supervisor	
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Date of next meeting:

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Appendix 3: Supervision Audit Tool

Best Warwickshire

Supervision Audit Tool

Ethos and values	Yes	No	Actions to take
Clear systems and procedures are in place to support supervision. These may include. <ul style="list-style-type: none"> A Supervision Policy A Supervision Agreement A Supervision Meeting Schedule / Date Planner A Training Plan Supervision Record Forms 			
Supervision is valued by all staff and all staff are committed to this.			
Organisation and structure	Yes	No	Actions to take
A clear organisational structure is in place across the early years provision.			
Clear and concise job descriptions and person specifications are in place for all staff including Leaders, Managers, Assistants, and Volunteers and these are understood.			
There are systems in place which ensure that Line Managers only supervise a small number of people.			
All those leading or undertaking supervision have received training to enable them to fulfil the requirements of this role.			
All those leading or undertaking supervision are provided with time to fulfil the requirements of this role in relation to the meetings themselves and the completion of related paperwork.			
An appropriate physical environment for supervision is provided.			

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The implementation of supervision for staff, volunteers, and assistants	Yes	No	Actions to take
High quality supervision is in place for all staff, including assistants and volunteers and supervision meetings are held regularly.			
The agenda for supervision meetings, time and location is agreed by the Supervisor and Supervisee prior to the meeting.			
Regular confidential face to face supervision meetings take place between a named Supervisor and Supervisee. These supervision meetings provide opportunities to: <ul style="list-style-type: none"> Discuss any issues – particularly concerning children's development or wellbeing, including child protection concerns. Discuss any concerns and issues as they arise and identify potential solutions. Receive coaching and mentoring. Explore and assess relevant information about the Supervisee, their current situation and workload. 			
Supervision meetings provide an opportunity for staff to reflect on practice.			
Clear actions are set within supervision meetings, and these are reviewed at the next supervision meeting.			
Supervision meetings are recorded and in line with data protection, supervision records are stored safely and confidentiality.			
The settings training plan is informed by the outcome of supervision meetings.			
Following a supervision meeting staff access training, and / or receive coaching and mentoring from Leaders, Managers, or peers to support them in their role and to improve their personal effectiveness.			
Where appropriate this training is also cascaded to other staff members.			

[Type here]

The implementation of supervision for Leaders and Managers	Yes	No	Actions to take.
Leaders and Managers receive regular supervision which enables them to: <ul style="list-style-type: none"> Discuss any issues in relation to the leadership and management of the setting, children's development and well-being, and staff well-being. Discuss any concerns and issues as they arise and identify potential solutions. Receive coaching and mentoring to improve their personal effectiveness. 			
Supervision meetings provide an opportunity to Leaders and Managers to reflect on practice, leadership, and management of the provision.			
Targets are set within Leaders and Managers supervision meetings, and these are reviewed at the next supervision meeting.			
Supervision meetings which take place for Leaders and Managers are recorded and In line with data protection, supervision records are stored safely.			
Any training needs and further support for the Leader and Manager in terms of professional development or personal growth is added to the setting training plan.			
Following supervision meetings Leaders and Managers access training, and / or receive coaching and mentoring from other Leaders, Peers, or Consultants to support them in their role and improve their personal effectiveness.			
Where appropriate this training is also cascaded to other staff members.			
Reviewing and monitoring the effectiveness of supervision	Yes	No	Actions to take
Staff views of the supervision process are gained through feedback, questionnaires, and staff discussion. These are valued and used to improve practice throughout the setting.			
Leaders, Managers, and all staff review the systems and procedures in place regularly to assess how well they are working and make appropriate changes to improve effectiveness			

[Type here]