

## A one-minute guide to Supervision in the Early Years for Childminders.

In the context of early years education, staff supervision plays a crucial role in promoting quality practice and ensuring the well-being of both children and staff.

Supervision for all childminder assistants is also a statutory requirement within the EYFS (Early Years Foundation Stage) 2024, which states:

### EYFS 2024 Section 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.*

### EYFS 2024 Section 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.*

This one-minute guide provides an overview of supervision in the early years and outlines how childminders can effectively support staff supervision with assists they employ.

### Understanding supervision:

- It is important to note, that supervision is different from appraisals and that appropriate supervision arrangements should be in place, separate to appraisals, for all assistants.
- Supervision involves regular meetings between the childminder and their assistants.
- It provides support, coaching, and training for assistants.
- The goal is to enhance practice, address challenges, and maintain high standards.

### Why is supervision important?

The Early Years Foundation Stage (EYFS) identifies regular supervision as a statutory requirement for assistants who have contact with children, families, and carers.

Supervision contributes to:

- Improved practice: By discussing experiences, challenges, and strategies, assistants can enhance their skills and knowledge.
- Effective safeguarding: Ensuring the highest standards of safeguarding for both children and staff.
- Performance Management: Supporting assistants and promoting continuous professional development.
- Well-Being: Addressing well-being concerns and fostering a positive working environment.

### Key functions of supervision:

- Support: Supervision offers emotional and professional support to assistants.
- Performance Improvement: It identifies areas for growth and helps assistants enhance their effectiveness.
- Confidential discussion: It creates a safe and open space for discussing sensitive issues related to practice, child development, and wellbeing.

### Components of effective supervision:

- Regular Meetings: Arrange scheduled supervision sessions to discuss various aspects.
- Child Development and Well-Being: Address any concerns related to children's development or safety.
- Problem-Solving: Identify solutions to challenges as they arise.
- Coaching: Provide guidance to improve an assistants' skills and effectiveness.
- Wellbeing of assistants: Provide the opportunity for discussion about the assistant's wellbeing, identifying if any further support needs to be put in place.
- Safeguarding: Discussion around safeguarding, including an opportunity to discuss any concerns about their own work, or the work of others.
- Changes to circumstance: Opportunity to discuss any changes in their personal circumstance which may affect their suitability to work.

### Creating a supportive culture:

- Foster a culture of mutual support and teamwork.
- Encourage open dialogue and confidentiality during supervision meetings.
- Promote continuous improvement and a commitment to best practices.

### Expectations from Ofsted:

- Ofsted expects childminders with assistants to have supervision arrangements in place, for all assistants they employ, who are working with early years children and families.
- They will want to know that arrangements align with the statutory requirements and contribute to safeguarding and wellbeing.

### Models of supervision:

- Various models exist, such as reflective supervision, group supervision and developmental supervision.
- Early years providers will need to choose a model that suits their settings, staff needs and context.

### Implementing supervision:

- The EYFS Framework 2024 states that 'appropriate arrangements' must be in place for the supervision of all assistants who come into contact with children and families.
- A clear agreement between childminder and assistant for supervision should be in place which outlines and supports the process. These should be reviewed regularly.
- Supervision meetings should be recorded, including agreed actions, and stored confidentially.
- Where the outcome of supervision identifies training needs, plans should be made to support ongoing professional development of any assistants employed.

### Frequency of supervisions:

- Childminders should consider within their policies and procedures the need to provide regular supervision for all assistants they employ.
- At times, the frequency of supervisions may increase, for example if an assistant has a personal change of circumstance.
- Assistants may request a supervision meeting with the childminder at times where they feel this would be beneficial.
- There may be times that supervision meetings occur in an unplanned capacity, such as an increased individual child development concerns or Child Protection concerns.

***Remember, effective supervision not only benefits assistants but also positively impacts the children they care for.***