

# Early Years Supervision Policy



## Equalities Statement

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as socio-economic factors. For further information, please see our Equalities Policy.

Document Management	
Version Number:	V2
Date Approved:	May 2025
Next Review Date:	May 2026
Approved By:	Safeguarding Leadership Group
Responsible For:	Safeguarding

Policy Revision Log	
Date	Version No. Brief Detail of Change
May 2025	V1

## Early Years Foundation Stage Supervision Policy

The daily experience of children in Early Years' settings and the overall quality of provision depends on all practitioners having appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.

(EYFS 3.20)

### Supervision

Swale Academies Trust aims to support staff to undertake appropriate training and professional development to ensure they can continually improve the quality learning and development experiences they offer for children.

*3.22. 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.*

*3.23. 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*

### Supervision applies to all Swale Academies Trust EYFS staff

The supervision process is in addition to regular staff appraisals and other opportunities for staff training. Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is regularly audited to improve practice and to improve outcomes for those with whom we are working. Supervision also enhances and supports individual practice, acting as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables managers and employees to examine and reflect on the quality of practice. Effective supervision promotes good practice that promotes safeguarding, placing the child at the centre.

### Purpose of this Policy

1. To ensure that all EYFS staff working within Swale Academies Trust provide a safe and effective service which meets the needs of children and their families as well as best practice requirements as outlined in the Early Years Foundation Stage.
2. To ensure that all staff receive regular and constructive support, guidance and feedback in relation to their work.
3. To ensure all staff are given the opportunity to develop professionally in line with learning needs highlighted as part of their personal development discussion and to address any issues raised as part of their regular supervision.
4. Ensuring that decisions made are in the best interests of the children and meet national and

local expectations, policies and procedures.

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## **The Supervision Process**

Supervision is primarily a 1:1 meeting between a member of staff and their line manager. However, supervision functions may also be carried out additionally through other mechanisms such as team meetings, informal supervision within teams and between peers and group supervision.

The supervision process includes three main areas of activity:

### **1. Line management**

Effective line management will give direction, ensure quality, and will link individual practice to team performance and objectives. To achieve that, managers must evaluate practice and provide feedback and guidance to the employee. Supervising managers should regularly discuss performance issues so that staff fully understand the requirements of their role and can determine how to improve their practice. Supervision must also always address any capability, disciplinary and grievance issues, with a view to resolving these at the earliest possible stage.

Managers must also have regard to their overall duty to support the welfare of their staff and to promote anti-discriminatory practice. Supervision arrangements will vary to meet the needs of individuals and their responsibilities, and will be agreed in advance and recorded.

### **2. Supervision to support practice with key children**

Effective supervision will ensure that practitioners are supported to make choices that are in the best interest of the children and their families, managed in accordance with Swale Academies Trust's Early Years policies & procedures and that all decisions are fully recorded and where applicable added to children's records, learning journey's and assessments. Where key decisions are reached through informal supervision, they should also be recorded. Supervision also aims to ensure best use of resources.

### **3. Learning and Development**

Effective supervision should support the continuing learning and development of employees to ensure they have the relevant skills, knowledge, understanding and attributes to do a particular job and to progress their career.

Constructive feedback and observation of practice should be part of this learning process. Through discussion, an individual's learning needs will be assessed and addressed.

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## **Ensuring effective supervision**

Supervision sessions should be clearly focused. Managers and employees must prepare for supervision sessions. Supervision sessions are held twice yearly plus one performance management meeting. When supervision is held less frequently the reasons for this should be recorded. Supervision meetings should take place in a comfortable, private place, without interruptions. Supervisors should also make themselves available to offer advice and guidance outside the formal supervision sessions. It is good practice that each employee identifies continuous development as part of their appraisal. Supervision provides an important opportunity for the regular review of key

tasks discussed and agreed during the appraisal.

### **Example Supervision Questions**

- ★ *Is there any training you have identified you require/would like to help you in your current role?*
- ★ *Do you have any issues or concerns regarding children's development or well-being?*
- ★ *Can I do anything to help you with any issues regarding your key person role? Is there anything hindering you supporting any individual children?*
- ★ *Have you any ideas about how you can improve or develop yourself/your childcare practice? **Resolving Difficulties***

When difficulties arise which cannot be resolved between the line manager and the employee the formal procedures for grievances and disciplinary action will apply. This may be applicable where concerns about practice or capability arise in supervision. Where this is the case, the formal process should be progressed outside of the supervision process in line with the relevant policy and procedure.

### **Recording and Reviewing**

All matters discussed in supervision must be recorded. The only exception is where an employee wishes to discuss a personal matter and this should be recorded separately to the supervision record. This discussion should be referenced in the supervision record, where this issue impacts on the employees work performance this must be recorded in the supervision record.

Agendas and discussions will be recorded on the supervision form and filed away in the employee's personnel records. The process and effectiveness of supervisions will be reviewed annually.

Supervision records are also available to inspectors who may wish to review them as part of the inspection process. This may include OFSTED, Swale Academies Trust Early Years Team and Early Years Consultants.

### **Destruction of Supervision Records**

When an employee leaves the setting the supervision records will be held by the employer for five years when they can be destroyed securely and confidentially.

### **Peer Observations**

We actively encourage staff to observe their peers in other areas of the Early Years. This includes Swale Academies Trust employees visiting and observing practice in other Trust Nurseries and Reception Classes. Swale Academies Trust would encourage staff to do this as part of their CPD.

# Supervision Meeting Template

Date: \_\_\_\_\_

Name of supervisor: \_\_\_\_\_

Name of staff member(s): \_\_\_\_\_

- group supervision
- 1:1 supervision

## What is going well?

**Discussion:** *Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities*

**Actions:** *Support, training, guidance, mentoring, decisions to be made, escalation*

## What has been a challenge?

**Discussion:** *Children and families, relationships and engagement, liaison with other professionals and services, meeting outcomes, professional development, additional responsibilities, potential future challenges*

**Actions:** *Support, training, guidance, mentoring, decisions to be made, escalation*

## Workload and wellbeing

**Discussion:** *High-profile and low-level case load, work-life balance, time constraints, impact*

**Actions:** *Support, training, guidance, mentoring, decisions to be made, escalation*

## Individual cases

Safeguarding, pastoral, behaviour, parent/carer

Initials:	Initials:
Summary:	Summary:
Actions:	Actions:
Support required:	Support required:
Initials:	Initials:
Summary:	Summary:
Actions:	Actions:
Support required:	Support required:
Initials:	Initials:
Summary:	Summary:
Actions:	Actions:
Support required:	Support required:

## **Problem-solving, advice and referral**

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**Discussion:** *Professional support, colleague coaching and mentoring, referral to support services, strategies*

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**Actions:** *Additional support, training, guidance, mentoring, escalation, referral to support services*

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