



### What is Supervision and why do it?

- It is pre planned, protected time, away from 'routines' to be able to truly tune in to meeting the individual needs of the children, with a strong focus on safeguarding, welfare and wellbeing.
- To discuss any issues, identify solutions and be coached. It is about being accountable for improving the quality of experience of all children in your setting.
- It is a statutory requirement [Statutory framework for the early years foundation stage](#)

### Getting started

- Ensure there are clear Job Descriptions and Person Specifications (see Factsheet 4).
- You will need to have policies in place for recruitment, induction, probation, performance Management (appraisal) and capability.
- The policies should be kept updated so they are compliant with employment and equalities law, the EYFS statutory framework and Ofsted.
- The policies will need to have been shared, understood, agreed and adopted with all stakeholder groups.
- Your assessment of individual's strengths and areas in which they need support should start from the application and interview process. It will be followed through into the induction process and then, if successful, into the supervision and annual appraisal review cycle.
- A signs of safety approach could be used for example, What is working well? What are we worried about? What needs to happen?

### Before Supervision

- Everyone should have an induction (see Factsheet 10).
- Staff will feel more confident and supported in doing their job to the best of their ability if they have received a thorough induction.
- You will need to include strengths and areas identified for development from the interview. Consider revisiting induction for long serving staff members.
- There should be a condensed induction process in place to support short term and agency staff.
  - Both parties should have the opportunity to prepare for a supervision meeting in advance.



## How to do supervisions

- It does not have to be the manager that conducts all staff supervisions. They will be more impactful if the supervisor has been trained.
- The manager must also have regular supervision.
- Supervisions must happen regularly and you decide the time frame best suited to your setting.
- You will need to identify staff members who need more frequent guidance and support to undertake their job role and responsibilities.
- They should take account of staff wellbeing.
- Discussions should include time for key person's to talk and be listened to.
- Time should be allowed for concerns around children's wellbeing, learning and development to be shared.
- Time should be allowed to explore and reflect together on solutions and resources to help resolve the concerns.
- Adopt a 'mentoring' or a 'coaching' approach to improve overall performance.
- A supervision meeting should focus on-
  - Developing relationships that focus on a culture of trust and information sharing.
  - Individual key children, particularly those who need additional support. Looking back on the progress of actions since the last meeting (what is worth celebrating, what additional support may be required).
  - Discussing a recent peer observation, celebrating the impact of professional practice and setting future targets to raise quality to the highest level.
  - Reviewing workload and wellbeing.
  - Discussing any new concerns – particularly concerning safeguarding.
  - Identifying solutions to concerns and how to seek advice in a timely manner, in accordance with statutory duties.
  - Agreeing and monitoring actions for developing practice. Actions should be SMART (specific, measurable, achievable, realistic, time framed).

## Other useful information

[Suffolk Learning - supervision, peer observation and learning walks](#)

Parenta – [An introduction to supervision in the early years](#)

Teaching early years - [Q&A: Staff Supervision Meetings](#)

[The GROW Model of Coaching and Mentoring - Skills From MindTools.com](#)

