Staff Supervision Policy

Policy statement

Supervision provides support, coaching, and training for practitioners and promotes the welfare and best interests of children. Effective supervision should foster a culture of mutual support, teamwork, reflective practice, and continuous improvement, while encouraging the confidential discussion of sensitive issues.

The aim of supervision is to provide staff with opportunities to:

- discuss any issues concerning children's development, wellbeing, or safeguarding;
- identify solutions and strategies to address issues as they arise;
- receive coaching and constructive feedback to improve personal effectiveness and professional practice; and
- reflect on their role, responsibilities, and professional development.

Bradpole Preschool recognises that:

- staff supervision is integral to the effective delivery of high-quality Early Years provision;
- the quality of supervision impacts positively on outcomes for children and their families;
- supervision must be prioritised within the organisation;
- all staff have the right to receive regular formal supervision from appropriately supported supervisors;
- all staff have a responsibility to engage positively in the supervision process and attend scheduled sessions; and
- supervision is a shared responsibility, with both supervisors and supervisees contributing to its effectiveness.

Bradpole Preschool recognises that staff supervision is a requirement of the Early Years Foundation Stage (EYFS) Statutory Framework and that supervision forms an integral part of the day-to-day operation of the setting. The Supervisor is appointed by the Preschool to work alongside staff in order to support organisational, professional, and personal objectives, ultimately promoting positive outcomes for children, families, and staff.

Legislation and guidance

This policy is based on the following legislation and guidance:

- Early Years Foundation Stage (EYFS) Statutory Framework (effective from September 2025)
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR)
- Working Together to Safeguard Children (latest edition)
- Keeping Children Safe in Education (latest edition, where applicable)
- Ofsted requirements and guidance

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The Preschool will

- prioritise supervision within the setting;
- ensure that all staff have a named supervisor and line manager;
- provide training and ongoing professional development opportunities for supervisors;
- ensure appropriate and confidential spaces are available for one-to-one meetings;
- regularly evaluate the quality and effectiveness of supervision arrangements; and
- maintain appropriate records of supervision meetings in line with confidentiality and data protection requirements.

The Supervisor will

- ensure the delivery of formal one-to-one supervision sessions at least once every term;
- ensure that supervision records are completed and stored securely within staff records;
- ensure that the primary focus of supervision remains the quality of care and education provided to children and families;
- develop a supportive and professional relationship with the supervisee to encourage reflective practice;
- ensure the supervisee understands how to raise concerns regarding the quality of supervision received;
- provide constructive feedback and identify opportunities for professional development;
- address performance concerns promptly and work positively with the supervisee to improve practice; and
- take responsibility for their own professional development as a supervisor and reflect on their supervisory practice.

The Supervisee will

- attend supervision sessions as outlined within their supervision agreement;
- prepare appropriately for supervision meetings and engage positively in the process;
- reflect on their own practice and identify any support or training needs; and
- raise concerns regarding the supervisory relationship with the supervisor or an alternative named person where appropriate.

Methods of supervision

A positive professional relationship between the supervisor and supervisee is fundamental to the supervision process. Supervision may take place in a variety of settings and circumstances.

- One-to-one supervision forms the core of the supervision process. All staff will receive formal one-to-one supervision at least once every term.
- Ad hoc supervision refers to informal support and guidance provided between formal supervision meetings as required. This may include discussions regarding safeguarding, wellbeing, performance, practice issues, or organisational changes.

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Ad hoc supervision:

- supports staff wellbeing and professional development;
- helps maintain effective communication;
- assists in responding promptly to issues as they arise; and
- does not replace formal supervision sessions.

Where appropriate, significant discussions or actions arising from ad hoc supervision will be recorded in line with these procedures.

Arrangements for supervision

Formal supervision sessions will normally:

- take place once every term;
- last approximately 30 minutes; and
- be held in a confidential space within the Preschool.

Supervision arrangements and procedures will be reviewed annually each November.

Each member of staff will participate in a 360° appraisal during the Summer Term, which will be reviewed annually.

At each supervision meeting, staff will sign to confirm their agreement with the discussion, decisions made and any agreed actions. These actions will be reviewed at the next supervision meeting.

This policy was adopted by the Bradpole Preschool Committee

During the Summer Term 2026

Date to be reviewed Summer Term 2027