

**General Welfare Requirement: Suitable people**

Providers must ensure that adults looking after children, or having unsupervised access to them are suitable to do so.

## 4.2 Supervisions Policy

We believe that the provision of a high-quality service can only be achieved through good practice from competent and confident staff. In order for this to happen, it is necessary for staff members to be provided with direction, support, learning opportunities and regular supervision.

A Supervision is a formal process in which the workload and performance of each member of the team is consistently evaluated and reviewed, in order to raise standards and facilitate learning and change.

This Supervisions policy identifies the practice, principles and process of supervision within our setting.

### Supervision Aims and Objectives

- Create an atmosphere of shared trust, honesty and good communication.
- Ensure that the staff member provides an efficient and effective service.
- Help staff to grow and develop professionally.
- Maximise staff knowledge and skills.
- Encourage the development of a reflective practitioner.
- Support staff members within the work context.
- Enable staff members to feel good about their jobs.
- Agree and assess learning and career development.
- Help staff to understand their roles and responsibilities in the setting.
- Enable staff to initiate fresh ways of looking at their practice.
- Encourage staff to become effective and positive members of the team.
- Celebrate staff members achievements.
- Give constructive feedback.
- Be more aware of staffs' own wellbeing and help and support this.

### How we conduct supervisions

-Supervisions are held every 6 weeks term time only. Therefore, we have between 4 and 5 supervisions and then an appraisal within each academic year. Supervisions for some staff may happen more frequently, especially during induction or if support is needed. All appraisals are with the setting Manager and a Committee Officer committee (Chair person, Secretary or Treasurer) . The Managers appraisal will be done by The Chair and another Committee Officer(Secretary or Treasurer).

-The Manager will choose a date for the Supervisions to be held on and hand out a sheet to each member of staff to write down their own agenda points. The Manager will ask for this form to be brought in by a certain date to ensure they are able to add to the agenda. If several staff members highlight similar issues then this can be discussed within a staff meeting, unless personal to each staff member.

-A priority agenda is created using both the manager's and staff member's agendas.

All Supervision agenda's include:

- Concerns about children (safeguarding or development)
- Changes to personal circumstances(e.g health, medication etc)

-Discussion points are formally recorded on the form. Staff are encouraged to ask questions and have their views considered. A Supervision is ultimately a key factor in the development of the reflective practitioner.

-Targets/action points are set and agreed by the staff member and manager at the Supervision. At the next Supervision these targets/action points will become part of the agenda and discussion.

-Both parties sign the document. The staff member receives a copy of the Supervision and the other is retained on file.

-After a supervision the document will be photocopied and the staff member will receive a copy and the other one will be placed within the staff members file.

-We retain these records within the staffs individual file which they can have access to. Please see our “How we use your personal information for staff members “ for further details about retention, storage and access.

This policy was adopted at a meeting of Witchford Rackham Pre-school

Held on \_\_\_\_\_

Date to be reviewed \_\_\_\_\_

Signed on behalf of the  
Management Committee \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

EYFS Key themes and commitments

1.2 Inclusive practice ,1.3Keeping safe ,1.4 Health and wellbeing

2.4 Key Person

3.2 Supporting every child ,3.3 The learning environment