



3.4 Supervision

Policy statement

Supervision is a requirement of the Early Years Foundation Stage and is an integral part of day to day Pre-School life. Supervision occurs both formally and informally but it is always governed by the standards set out in this policy.

The Pre-School recognises that:

- Staff supervision is integral to the effective delivery of services.
- The quality of staff supervision impacts on outcomes for children and their families.
- The delivery of supervision must be a priority.
- All staff have the right to receive regular formal supervision from supervisors who have received appropriate training and are supported within their supervisory role.
- All staff have a responsibility to participate in supervision and attend formal sessions.

Definition – what is supervision?

For the purposes of this policy supervision is defined as a process by which one member of staff is given responsibility by the Pre-School to work with other members of staff in order to meet certain organisational, professional and personal objectives in order to promote positive outcomes for staff, parents and children. The objectives are:

- Competent, accountable performance.
- Continuing professional development.
- Personal support.
- Linking the individual to the Pre-School.

The process of supervision is supported by the development of a relationship between supervisors and supervisees which provides a safe environment to support the member of staff and facilitate reflection, challenge and critical thinking.

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Statement of Expectations

Pippin Pre-School will:

- Prioritise supervision as an important activity within the Pre-School.
- Provide training and on-going development opportunities for supervisors.
- Ensure appropriate space is provided for one to one meetings.
- Regularly evaluate the quality of supervision being provided.

Supervisors (Management team) will:

- Ensure the delivery of one to one supervision (progress meetings) every term.
- Ensure that supervision is recorded in line with the expectations set out within this policy.
- Ensure that the prime focus of supervision is the quality of service being received by children and families.
- Ensure the supervisee is clear about how to raise any concerns about the quality of supervision being received.
- Use the supervisory process to learn from good practice and give constructive feedback in order to promote professional development.
- Address performance concerns as they arise and work positively with the supervisee to improve practice.
- Take responsibility for their personal development as a supervisor and use their own supervision to reflect on their supervisory practice.

Supervisees will:

- Take responsibility for attending one to one supervision meetings (progress meetings)
- Prepare adequately for supervision and take an active part in the process.
- Take responsibility for raising any concerns they may have about the quality of the supervisory relationship with the supervisor.

Method of delivery

A relationship between a supervisor and supervisee is fundamental to the supervisory process and supervision will take place in a variety of settings and circumstances.

One to One supervision is at the heart of the process and all staff should receive regular formal one to one supervision/progress meetings.

Ad hoc supervision is the dialogue that takes place between a supervisor and supervisee as the need arises. This should be available to all staff but is not a substitute for formal one to one supervision/progress meetings. The value of ad hoc supervision is that it is an important way of supporting staff, improving performance, keeping pace with change and ensuring that organisational requirements are met. It should be recorded in line with these procedures.

Recording Supervision

The content of discussions and any decisions made in formal or informal supervision about a child or family will be recorded on the child's record, within the supervisees file and in the incident book if necessary.

The content of one to one supervision sessions/progress meetings regarding the development and support needs of the supervisee will be recorded, agreed by both parties and placed in the supervisee's file.

Monitoring and Review

Supervision will be monitored regularly and reviewed termly as progress meetings and annually as part of the staff appraisal processes (see appraisal policy).

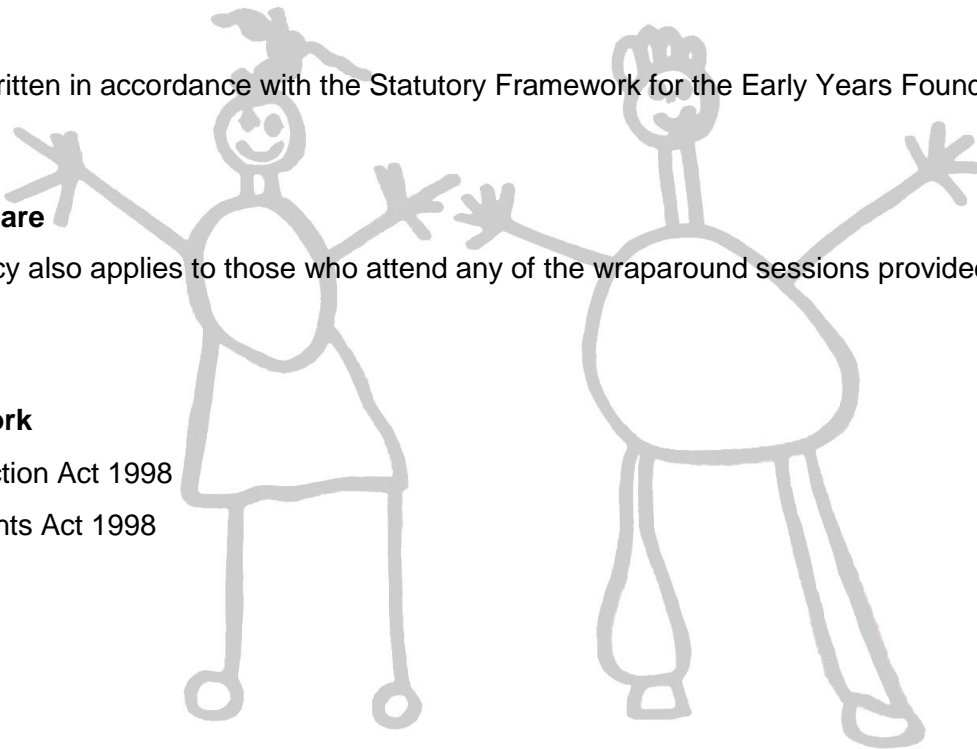
This policy is written in accordance with the Statutory Framework for the Early Years Foundation Stage.

Wraparound Care

The above policy also applies to those who attend any of the wraparound sessions provided by Pippin Pre-School

Legal framework

- Data Protection Act 1998
- Human Rights Act 1998



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