

The Chelsea Nursery

Policy on Staff Supervisions in the EYFS

Introduction

Under the Early Years Foundation Stage (EYFS) framework, all settings are required to ensure that staff are effectively supported and supervised. The EYFS statutory framework effective from September 2026 strengthens expectations around safeguarding, staff suitability, safer sleep, safer eating and children's welfare in practice. Employers must provide regular supervision for staff to ensure that they are competent, confident and supported in their roles, understand their responsibilities, maintain ongoing suitability and deliver high-quality care and education.

Rationale and Purpose

The primary purpose of supervision in the EYFS is to promote the safety, wellbeing and development of children by ensuring that staff are supported, reflective and suitable for their roles. Supervision provides a confidential and structured opportunity to discuss professional practice, safeguarding knowledge, professional curiosity, child welfare concerns, staff wellbeing, ongoing suitability, attendance concerns for children, and the practical implementation of safer sleep, safer eating and child supervision expectations.

Supervision also supports the quality of teaching, care and learning by helping staff identify training needs, reflect on their practice, agree professional goals and access appropriate guidance. It is an important part of the setting's quality assurance process and helps ensure that staff feel confident, listened to and clear about their responsibilities.

Aims of Supervision

Supervision is intended to provide a regular and meaningful forum for reflection, support and professional development. It should help staff consider what is working well, where practice could be strengthened and what support they may need to carry out their responsibilities effectively.

Supervision should also ensure that safeguarding and welfare matters remain central to everyday practice. Staff should have opportunities to discuss concerns about children, patterns of absence, safer sleep arrangements, safer eating practice, supervision of children and any issues that require professional curiosity or further action. The process should also provide a regular opportunity to confirm ongoing suitability and discuss any changes in circumstances that may need to be disclosed.

Through reflective discussion, feedback and agreed actions, supervision should contribute to improved practice, staff wellbeing and continuous professional development. Where performance

concerns or development needs are identified, supervision should be used to agree proportionate support, training or follow-up.

Frequency

Supervision meetings will occur **at least every term (three times a year)** for all staff working directly with children. These meetings may be more frequent if there are specific needs or concerns, such as for newly qualified staff or those identified as requiring additional support. The frequency of supervision will be agreed upon with each staff member, considering individual needs and workload.

Format

Supervision meetings should be structured enough to remain purposeful while allowing space for open and reflective discussion. Each meeting should consider practice, safeguarding and welfare, continued suitability, development needs and staff wellbeing. The discussion should be shaped by the staff member's role, experience, current responsibilities and any known concerns or priorities within the setting.

A typical supervision meeting will include reflection on current practice, discussion of any safeguarding or welfare matters, consideration of child absence patterns and supervision arrangements, review of safer sleep and safer eating practice where relevant, and confirmation of any suitability matters that need to be disclosed. The meeting should also provide time to consider professional development, training needs, feedback, performance, wellbeing and agreed actions before the next supervision.

Supervision should be conducted in a private and confidential environment so that staff can speak honestly and constructively. Confidentiality will be maintained unless information is shared that raises a safeguarding, welfare, suitability or conduct concern, in which case it must be escalated in line with the setting's relevant procedures.

Documentation Required

All supervision meetings must be recorded using the setting's supervision record. The record should capture the key points discussed, any safeguarding or welfare matters considered, confirmation of continued suitability, agreed actions, training needs, development targets and review timescales.

Where supervision identifies a need for additional support, coaching, further monitoring or training, this should be recorded clearly and followed up within an agreed timeframe. Relevant training records, action plans and practice monitoring notes should be updated where required, particularly where discussions relate to safer sleep, safer eating, allergy awareness, choking prevention, paediatric first aid, child supervision or attendance-related practice.

Supervision records must be stored securely and treated as confidential documents. They may be reviewed by senior leaders where this is necessary to monitor the effectiveness of supervision, identify themes across the setting, support staff development or respond to safeguarding, suitability or welfare concerns.



Key Responsibilities

Supervisors are responsible for ensuring that supervision is purposeful, supportive and appropriately documented. They should create the conditions for honest reflection, provide clear guidance and feedback, identify development needs and ensure that any safeguarding, welfare, suitability or performance matters are followed up appropriately. Supervisors must also ensure that records are accurate, action-focused and reviewed within agreed timescales.

Supervisees are expected to participate actively in the supervision process. This includes reflecting on their practice, discussing challenges or concerns, being open to feedback, identifying support or training needs and taking responsibility for agreed actions. Staff must also use supervision to disclose any relevant changes in circumstances that may affect their continued suitability to work with children.

Both the supervisor and supervisee share responsibility for maintaining professional confidentiality, engaging constructively with the process and ensuring that agreed actions are completed. Where a concern arises that cannot remain confidential, this must be managed in line with the setting's safeguarding, suitability, conduct or whistleblowing procedures as appropriate.

Review and Evaluation

Supervision records will be reviewed by leaders to identify themes in training needs, safeguarding practice, suitability discussions and the implementation of updated EYFS requirements. Any urgent safeguarding, welfare or suitability concern raised through supervision must be escalated immediately in line with the setting's safeguarding procedures.

This policy will be reviewed annually to ensure it remains in line with statutory requirements and best practice in early years education. Feedback from staff will be considered as part of the review process so that supervision remains useful, proportionate and effective.

By following this policy, the setting aims to ensure that staff receive the support, development and feedback they need to provide a safe, positive and nurturing environment for children.

This policy is the responsibility of the Director of Education

Last Review: August 2026

Next Review: August 2027