

Quality Improvement Framework

Section 2 – Leadership and Management

Subsection: Supervisions and appraisals

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>Supervisions</p> <p>The statutory framework for early years states that there should be ‘appropriate arrangements in place for the supervision of staff who have contact with children and families.’</p> <p>Through planned and regular supervisions, managers and leaders can support staff in reflecting on their strengths and areas for improvement. A sound supervision process allows for time to discuss practice, key children, safeguarding etc. It is a chance to discuss any challenges that have been identified and to plan the appropriate next steps that need to be taken.</p> <p>It is advisable that the supervision process is scheduled, allowing the practitioner to prepare. An observation of practice could also be useful, to support discussion. This is a time that can be used for coaching practitioners, contributing to quality improvements. Where areas for development are identified, appropriate CPD opportunities can be agreed and planned for, alongside any statutory training that may be required.</p> <p>A supervision allows for discussion regarding time keeping, annual leave and other personnel items that may be required, in a formal forum that can be documented.</p> <p>It is an ideal opportunity to discuss general well-being of the practitioner and any medical or personal issues that may</p>	<p>Supervisions</p> <ul style="list-style-type: none"> • Consider how frequently staff are provided with opportunities to meet with managers and leaders formally for professional discussion? • How consistent is the approach to supervisions? Are they given priority? Are they regularly cancelled/pushed back? How may this impact on the practitioner? • What are practitioner’s views of the supervision process? Do they find the supervisions constructive or useful? If not, what changes would they like to see made? • Is the process planned for and scheduled to allow everyone to prepare? • How may the process be impacted should the supervision be sporadic/impromptu? • Are supervisions considered a formal process e.g. are they recorded and carried out away from the children/other staff? If not, what impact may this have on the productiveness of the supervision? • Do you have a supervision template to ensure consistency? If so, looking at the guidance notes in column one and the statutory guidance p. 21, does your template allow for the relevant discussion points to be documented? 	<p>Q Cards</p> <p>Staff Inductions (1)</p> <p>Staff Reflective Supervisions</p> <p>Training</p> <p>EED team training programme</p> <p>Useful Links</p> <p>Statutory Framework for the Early Years and Foundation Stage (3.21 - 3.22 on Page 2)</p> <p>Early Years Inspection Handbook (Page 30 – 33)</p> <p>Resources and templates</p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

<p>be affecting their work. It is an opportunity to address any sensitive issues or disputes within the team in a professional meeting, allowing for solutions to be identified.</p> <p>With a consistent ongoing supervision process that is embedded in to practice, managers and leaders will be enabled to monitor improvements and agreed actions and address any trends that may occur with any areas for development.</p> <p>It is advisable that this time also be used to review the practitioners safeguarding competency logs; reviewing the evidence collated and planning accordingly for any further evidence required.</p> <p>Appraisals</p> <p>An annual appraisal or PDR (Professional Development Review) allows for practitioners and managers to reflect on the past year; what has gone well and what lessons can be learned from what has not been so successful.</p> <p>It provides an opportunity to review progress that has been made against agreed actions and reflect on achievements of individuals.</p> <p>CPD opportunities that have been provided can be discussed as well as the impact they have had on practice.</p> <p>Formalities such as reviewing expiration dates of any statutory training, annual declarations made by staff of their ongoing suitability and signing off of safeguarding competency logs, can be completed at an appraisal. This will support managers and leaders in ensuring that all tasks such as these are complete in a consistent and timely way.</p>	<ul style="list-style-type: none"> • Does your current process allow for progress made to be documented and outstanding issues to be monitored? • Are room leaders/deputies able to contribute to the supervision process? • Are observations of practice carried out, with the intention of feeding into to discussion at supervision? • Review the content of some of your completed supervision notes. Is the information being recorded sufficient? Is there adequate detail to reflect the discussions had? Where issues or areas for development have been identified, have solutions/next steps been identified and documented? <p>Appraisals</p> <ul style="list-style-type: none"> • Are appraisals scheduled in advance? • Is there an agreed template to ensure consistency? • Are all formalities addressed during appraisals such as those detailed in column one? • Do leaders ensure that the meetings are constructive and contribute towards the practitioner feeling supported? • Does the supervision process feed in to the appraisal process in any way? • Are trends in issues that have been identified through the supervision process reflected on and addressed? • Are achievements celebrated? 		
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