



EYFS Supervision Policy

Policy reviewed by: Philippa Mills : September 2017
Next review date : September 2018

'School' refers to Cambridge International School; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.

EYFS Supervision Policy

Staff supervision in Early Years and childcare supervision policy

Supervision is a formal and recorded process through which the professional actions of staff are examined and regularly reviewed. It provides a recorded system of decision-making that is audited to improve practice and to improve the service that is provided to children and parents.

Supervision acts as a means for ensuring that members of staff have access to the support, training and procedures they require for professional growth and development.

Supervision enables supervisors and supervisees to examine and reflect on the quality of their practice and to facilitate discussion. Supervision meetings should provide opportunities for staff to:

- discuss any issues – particularly concerning children's development and well-being
- identify solutions to address issues as they arise; and
- receive coaching to improve their personal effectiveness

At Cambridge International School all practitioners who work directly with children and families are supervised by their designated line manager. Each child in the EYFS is assigned a key person. In Reception this is the child's class teacher. At CIS no key person supervises no more than 13 children in his or her care, to comply with good practice.

Supervision meetings are held every half term for each staff member.

Supervision meetings are conducted in line with existing procedures and are held in a confidential space suitable for the task (see Appendix 1).

Supervision agreements are drawn up for all staff.

A copy of the supervision record form is retained by the supervisor and a copy provided to the supervisee.

Each member of staff has a supervision file which holds a copy of the supervision agreement and their supervision record form. The supervision file is stored securely at all times. The school has a termly duty rota for EYFS, which is available from the Principal of section. This covers break time duties and responsibilities.

All supervision meetings must include discussions concerning the development and well-being of each of the supervisee's key children.

Where concerns are raised, the supervisor and supervisee must seek to identify solutions and identify further actions that need to be taken – these are recorded on the child's file and may include support from external agencies.

All aspects of supervision must ultimately focus on promoting the interests of children. During supervision meetings members of staff are able to discuss any concerns they have about inappropriate behaviour displayed by colleagues.

During supervision meetings staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings relating to themselves (or anyone in their household) which may affect their suitability to work with children that have occurred during their employment with the setting. Any new information is referred immediately to the Head of Infants and the Head of Primary.

Meeting children's needs

At Cambridge International School priority is given to meeting children's needs at all times.

The qualifications of staff and the ratios required depend on the ages of the children that are in attendance. The category of school also has a bearing on what staff must or what staff could be in place. The qualification finder should be used to determine whether staff have full and relevant qualifications. The qualification finder on the DFE website can be accessed here: <https://www.education.gov.uk/eypqd/qualification-search>

The EYFS sets out the qualifications of the other staff that are required in nursery provision in schools. There must be someone with an NVQ3 (or equivalent) working alongside the teacher and 50% of the rest of the staff must be qualified to NVQ2 (or equivalent).

There must always be two adults working with the children:

- The leader will either be a level 3 or a level 6 and
- 50% of the rest of the staff must be qualified to level 2.
- 3 and 4 year olds must have a 1:8 i.e. 16 children with 1 NVQ3 (or equivalent) and 1 NVQ2 (or equivalent).
- 2 year olds must have a 1:4 in all sectors (rising 3's1 in a school nursery can count as a 3 year old as above)
- Where a provision has a graduate lead (level 6 or higher) they can work to a 1:13 ratio.

Full Risk Assessments are conducted for all activities, including off site visits, crossing public highways and supervision in remote locations.

Appendix 1

Supervision meeting record

Name of supervisee:	Name of supervisor:	Date:	Number of key children:	
Progress on actions agreed from previous meeting:				
Management: (resources, workload, targets, specific duties, time management)	Action:	When:	By whom:	
Support: (key person role including work with individual children, designated person role, work life balance and well-being, observation, assessment and planning, evaluation, safeguarding)	Action:	When:	By whom:	
Mediation: (worker relationships, safeguarding, work with other agencies, working with parents)	Action:	When:	By whom:	
Development needs: (skills, knowledge of child development and EYFS, understanding and attributes to complete the role, training needs)	Action:	When:	By whom:	

Any other areas for discussion:		
Date of next meeting:	Signed: (supervisee)	Signed: (Supervisor)