The Lloyd Williamson Nurseries

Staff Supervision Policy 2026-2027

Updated by Lucy Meyer
Date: 14.10.26
Due for Update: October 2027

1. Introduction

At Lloyd Williamson Nurseries we recognise that high-quality supervision supports staff wellbeing, enhances professional practice and improves outcomes for children and families. Regular, structured supervision provides encouragement, challenge and guidance, promoting reflective, creative and safe practice. It also reinforces our safeguarding culture and underpins effective performance management, continuing professional development and mental health support.

2. Context

The Early Years Leadership team will schedule formal one-to-one supervision sessions for every member of staff once per term. These thirty-minute meetings will be planned in advance to allow supervisees sufficient time to prepare an agenda and gather relevant documentation. Frequency may increase where complex safeguarding concerns or significant practice issues arise.

3. Purpose of Supervision

Supervision serves to:

- Increase staff confidence and professional insight in their work with children and families.
- Maintain positive, respectful working relationships between leaders and staff.
- Provide a safe, reflective environment in which to explore professional dilemmas.
- Identify and address sources of stress, thereby reducing absence and burnout.
- Clarify roles, responsibilities and expectations in line with the nursery's policies and values.
- Highlight individual development needs and agree clear action points.
- Model constructive feedback and effective communication for transfer to other working relationships.

4. Implementation

Each member of staff will be assigned a supervisor, typically a member of the Leadership team, who will:

1. Arrange a private, undisturbed venue for supervision.
2. Confirm the date and time at least one week in advance.
3. Collaborate with the supervisee to agree an agenda at the start of each session.
4. Use the agreed Staff Supervision Record form to capture discussion points, decisions and action steps.
5. Provide the supervisee with a copy of the signed supervision notes immediately after the meeting.

6. At the following session, review and formally agree the previous notes before proceeding.

5. Roles and Responsibilities

Supervisors

Supervisors must:

- Ensure supervision sessions occur at the agreed frequency.
- Avoid unnecessary postponements; if cancellation is unavoidable, re-schedule promptly.
- Prepare to offer both support and constructive challenge.
- Record agreed actions, deadlines and responsible persons.

Supervisees

Supervisees should:

- Prepare for each session by identifying discussion topics and evidence (for example, case notes).
- Contribute actively to the agenda and dialogue.
- Act on agreed actions and follow up on progress.
- Be open to feedback and willing to contribute constructive suggestions.

6. Training and Development

All supervisors will attend in-house supervision training arranged by the Director. Training covers reflective practice techniques, coaching styles, safeguarding considerations and record-keeping expectations. Supervisors will refresh their skills annually to remain aligned with best practice and Ofsted/EYFS requirements.

7. Supervision of Supervisors

To maintain quality and consistency, the Director will arrange one-to-one supervision with each supervisor once per term. These sessions mirror the core model of staff supervision, focusing on leadership practice, policy updates and emerging organisational needs.

8. Supervision Process Outline

A typical thirty-minute supervision session will proceed as follows:

1. Welcome and Well-being Check
   A brief informal exchange to establish current feelings and priorities.
2. Review of Previous Actions

Confirm progress against agreed action points.

3. Key Responsibilities and Case Work
   Discuss successes, challenges and any required support in working with children and families.
4. Professional Relationships
   Reflect on interactions with colleagues, external agencies and parents.
5. Context and Environment
   Consider wider nursery developments, health and safety concerns, meeting preparations and time management.
6. Personal Development
   Identify training needs, mentoring opportunities and next steps for skill enhancement.
7. Action Planning
   Agree specific, measurable tasks, timelines and accountability.
8. Closure and Feedback
   Confirm how the supervisee feels, invite feedback on supervision quality and note any adjustments for future sessions.

9. Confidentiality and Record-Keeping

All supervision records are confidential and are held securely within individual staff files. Supervisors and supervisees sign off agreed notes at each meeting. Records are retained for one year after a staff member's departure and may be accessed only by the supervisor, supervisee and relevant senior leaders in accordance with Data Protection legislation.

10. Policy Review

This policy will be reviewed biennially or sooner in response to legislative changes, Ofsted/EYFS updates or feedback from staff.

Reviewed and Updated: October 2026

Lucy Meyer, Director