

Sticky Fingers aspires to provide a safe, fun and welcoming environment for everyone. We offer children experiences to support their development, empowering them to reach their full potential



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## 08 Staff, volunteers and students procedures

### 08.05 Performanc Management

#### Introduction

It is a statutory requirement within the Statutory Framework for the Early Years Foundation Stage 2024 that all members of staff who have contact with children and families receive regular, effective staff supervision. Supervision will always provide support, coaching and training for the practitioner and promotes the interests of the children.

This policy applies to all staff that have regular, direct contact with children in the setting and is an aspect of individual performance management. Supervision meetings take place at least once a term in a 1:1 meeting between the practitioner and the settings Lead Practitioner. However, it is recognised that staff will communicate with management and during other regular team meetings which will compliment individual supervision.

We recognise the importance of working together as a team for children and want to maintain a strong, motivated, qualified staff team through the implementation of this policy.

#### Aims of Supervision

Supervision meetings will help staff to:

- understand expectations
- track performance against previously agreed objectives
- identify opportunities for improvement
- highlight an individual's professional and personal development needs
- have the skills, knowledge, and behaviours to carry out their role
- celebrate achievements
- be supported in their role and managed effectively
- ensure the best outcomes for all children in our care.

Staff appraisals will continue to take place annually, between the practitioner and the Area manager/Deputy area manager as a part of the pre-school's performance management system.

#### Functions of Supervision

The main functions are:

##### • Management.

- To manage staff performance; ensuring policies and procedures are understood and followed and that the supervisee understands their role and responsibilities
- To assess the quality of the supervisee's work and to develop and monitor action plans/ targets

##### • Support (health and wellbeing).

- To provide support for the supervisee to carry out their role and reflect on the impact of their work upon them

- To monitor the health of the supervisee
- **Learning and Development.**
  - To encourage reflective practice and development and encourage supervisees to access learning opportunities
  - Receive coaching to improve their personal effectiveness
- **Communication.**
  - To discuss each of the staff member's key children (in line with *06.11 Key person supervision*) focusing on the development and wellbeing of the child,
  - To allow staff to raise any concerns and deal sensitively with these
  - Identify solutions to address issues as they arise
  - To brief staff on any changes and developments that may affect their work
- **Safeguarding.**

**Safeguarding concerns must always be reported to the Designated Safeguarding Lead immediately and not delayed until a scheduled supervision meeting.**  
*(See 06 Safeguarding, children, young people and vulnerable adults policy)*

- To ensure staff are suitable to carry out their role and that they know how to follow *06.03 Whistleblowing* procedures
- To appreciate that children are vulnerable and may be at risk of harm
- To discuss any issues concerning children's development or wellbeing, including child protection concerns.
- To encourage parents to be involved with the planning of their child's care and to welcome them into the setting

#### **Successful Supervision should:**

- Provide practitioners with a route through which to raise any professional queries
- To discuss career progression including CPD
- To clarify roles, responsibilities, and work tasks
- To build the practitioner's confidence in supporting children's development
- To fully support supervisees in their work, including monitoring of their health and helping them access occupational health if needed

#### **It should also be an opportunity for practitioners to:**

- Raise any concerns that they might have about children in their care, and to receive support to help them.
- Deal with difficult or challenging situations at work.
- Promote the interests of children.
- Foster a culture of mutual support and teamwork.
- Facilitate continuous improvement which encourages the confidential discussion of sensitive issues.

#### **Supervision should provide opportunities for staff to:**

- Discuss any issues – particularly concerning children's development or well-being.
- Identify solutions to address issues as they arise.
- Receive coaching to improve their personal effectiveness.

#### **Key responsibilities for Supervisors**

- Meetings should be organised in advance and arrangements will be changed only in exceptional circumstances.
- Meetings should be well-structured, allowing both the supervisor and the supervisee to contribute to the meeting.
- Select an appropriate place for the meeting that is free from interruptions - this will usually be in the settings office.
- Cover all the areas included within the supervision template
- Record the meeting accurately and provide a copy for the supervisee
- Check any changes in the supervisee's suitability to work with Children or any health implications that will affect the staff member position in the setting to work safely with children.
- A written record will be made of this information as a declaration on the individual member of staff's Supervision Meeting form

## Key messages for Supervisees

For everyone to gain the maximum benefit from supervision, it is essential supervisees:

- Prepare for each meeting by reviewing any notes, completing any required documentation and thinking about any issues to discuss
- Are ready to share their thoughts and ideas in the meeting
- Talk openly about what has gone well and what has been challenging
- Are prepared to plan and undertake training and other development activities as agreed with their supervision

## Completing the written record of the supervisory meeting

Every supervisory meeting will result in an agreed written record of what has been discussed and what actions should be taken next. This will include clear timescales and identified responsibilities.

The meeting will be typed up by the lead practitioner as it happens and printed, or handwritten as the meeting is conducted. It will then be signed by both parties as an agreement on the content as an accurate record of the meeting.

These will then be photocopied giving one copy to the staff member, and one copy added to the staff members file. This will also be scanned and added to the individual staff members file on CPOMS and google drive (*See 07 Record Keeping and Information Sharing Policy.*)

Be aware the supervision is a private but not confidential process, information may be shared with the Senior Leadership Team, HR Department, or Inspectors.

## Managing poor performance

- Identifying and handling weaknesses in performance is helped by good management, with clear expectations and appropriate support systems in place.
- If at any time in the cycle a member of staff's performance falls below what is expected, an additional action plan is agreed between the management (reviewer) and staff member (reviewee).
- This sets out specifics for improved performance and any actions to support that improvement. If performance continues to be lower than expected then the school/setting will need to consider what further action is to be taken.

Amended: November 2024

Manager on behalf of Sticky Fingers: