

CASE STUDY

Focus on Staff Supervision and the Environment

Archfield House received their second outstanding Ofsted rating in April 2023 and the Nursery of the Year award in 2023. Baker Street Nursery had recently received an Inadequate rating. Vikki Dyer, Nursery Manager at Baker Street, reports on what they learned from attending a Study Day at Archfield House.

What were the take aways from this study day?

The visit made us think about what more we could do to support our staff, how we could move forward with our curriculum and in the moment planning, the environment and how we can make our time with set ups easier.

We noticed that the garden area was very diverse, and resources were simply kept in reusable crates. We recognized that this is what we needed in our setting, to ensure the resources were able to be accessed all the time. We also took away the idea of promoting more independence (eg. supporting them with cutting up their own fruit for snack).

We also learned that supervisions need to be more in depth, with a chance for people to be reflective of their own practice during supervision and throughout the weeks between supervisions.

“I feel that after we make these changes, it will facilitate a more ‘child-led’ approach and will encourage the team to think outside of the box, and look at the environment and resources we provide.”

What action did they take?



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What was the situation like before?

Our supervisions were basic and didn't cover a lot of reflection and well-being. Our outdoor areas didn't allow the children to have continuous access to the resources that they needed. Such as lots of water, sand, mud resources etc.

What action did they take?

We improved our supervision document, by introducing more prompts for discussions such as: key children, parent partnerships, reflections from last supervision etc, and introduced a reflective folder, which the staff keep hold of and use it to reflect on their own SMART targets each week, and then bring this document with them to their next supervisions. We also now have weekly check ins with all members of staff, to ensure they are feeling ok and can raise anything.

Also we looked at our environment (outside and inside), and introduced simple resources, such as the crates (for outside), which are now kept out all the time. They are filled with toys for the garden (sand toys, water toys etc).

What difference has it made for their children & families?

The children are now able to be more independent, and access the resources that they want and need, without having to ask for an adult's help. The children are now able to mark make while out in the garden.

Our families are seeing much more meaningful and beneficial activities being set up for the children, with clear intentions and learning experiences.

What difference has it made for their staff?

The changes that we made, have already proved to change practitioners practice, through feeling more confident in making decisions, and having their voices heard. They have spoken about how much more self-worth they feel, and feel their well-being is looked after.

We are seeing staff become more comfortable with the engagements they have with children, thinking outside of the box. They are using the environment space and resources better and think less about the setting up of the garden and other areas, and think more about what the children are getting from it.

Inspired? What can you do?

- More evidence-informed approaches from the EEF for building independence - [Read here.](#)
- More from Early Education on environments that enable continuous provision - [Read here.](#)
- More guidance on staff supervision from Bristol Early Years - [Read here.](#)
- More leadership training and opportunities with BEYTH and the SPH - [Check here.](#)