

# Inspection of Generations Pre-School

Portchester Community School Day Centre, 18 Castle Street, Portchester, Fareham  
PO16 9PP

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Inspection date: 25 November 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the pre-school with excitement and greet the staff with cuddles and smiles. They are sufficiently confident to run to the inspector, eager to find out more about them. This clearly demonstrates that children feel safe at the pre-school. Children find their names and pegs and put their belongings away, which shows a good level of independence and helps children to feel a sense of belonging.

Children choose from a variety of well-planned and challenging activities that staff have prepared for them. For example, children become highly excited when they discover that mixing 'red' and 'blue' makes 'purple'. Their fascination leads to the activity being repeated, with children discussing with their peers how to make the water 'darker' and 'lighter'.

Children have a very good attitude to their learning and develop resilience as they keep on trying with activities, such as putting their shoes on and successfully pulling up a zip for the first time. 'I did it, I did the zip!', they shout with a sense of achievement. Staff praise children for not giving up, which helps to support their confidence and self-esteem. Children benefit from targeted support in areas that have been identified as a focus as a result of the COVID-19 pandemic. Children are particularly well supported in areas such as communication and language, as staff expose them to a range of language through singing familiar songs and rhyme.

## **What does the early years setting do well and what does it need to do better?**

- Parents speak very highly about the quality of care and education that their children receive at the pre-school. They mention that communication is strong, and they receive daily updates concerning what their children are learning. Parents report that staff have been 'brilliant and reassuring' when children join the pre-school for the first time.
- Staff benefit from leaders who know their skills very well. They are supported to get the most from training opportunities and take part in regular meetings to discuss their workload and well-being. Consequently, staff mention that they feel valued and listened to.
- Children's physical development is actively encouraged. They energetically ride bicycles, climb on apparatus, and reach up high, stretching their muscles as they paint a wall. Staff encourage children to develop good habits, such as handwashing. However, they do not consistently support children to understand the importance of healthy eating during daily routines. As a result, children do not fully understand the impact that healthy and unhealthy food might have on their bodies.
- Leaders have a clear vision of how they would like to develop the pre-school.

They listen to parents, children and staff, to gather their views. Leaders are passionate about what it is they want children to achieve in their time at the pre-school. For example, they have highlighted the developmental benefits of well-being, language skills and empathy that result from children mixing with elderly adults in the adjacent day-care centre.

- Children play well together. They collaboratively 'dig for treasure' and 'hunt for spiders' in an adult-led outside activity. Children discuss why they should be gentle when they find a worm in the sand. They use words, such as 'careful' and 'kind' as they find a new home for the worm. This demonstrates the high level of respect and consideration that children show to the world around them.
- Adults are very attentive towards individual children, and they know and fulfil their needs well. They are very good role models for behaviour. However, on occasions, such as when children do not listen to important instructions, staff do not always attempt to reinforce the rules or explain why they are in place. Consequently, children are not always learning what is expected of them.
- Adults provide a curriculum that is broad and balanced, which takes into consideration children's play interests. For example, staff ensure that mathematical language is woven into everyday play so that when using scoops, tubes and jugs to transport water, children skilfully adjust the flow and use words such as 'more than' and 'less than'. Children count their jumps as they splash in a puddle and successfully sort toy animals into size order. As a result, children are progressing well in mathematics.
- Funding is used to ensure that children who are in danger of falling behind in their development receive targeted support. The special educational needs coordinator works closely with other professionals, such as health visitors and speech and language therapists, to help children make the best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The leaders follow a robust recruitment and induction process to ensure that staff are suitable to work with children. Safeguarding is securely embedded as a strong focus in the pre-school. The leaders ensure that all staff have a thorough understanding of their roles and responsibilities in order to keep children safe. Staff attend regular training to refresh their safeguarding knowledge. They understand and know how to identify the indicators of possible abuse. Staff know the correct procedures to follow if they have any concerns about children's welfare or what to do if an allegation is made against a member of staff.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- make the most of everyday routines to help teach children about the importance of healthy eating
- ensure that staff apply clear behaviour rules so that children are aware of them and know what is expected of them.

## Setting details

<b>Unique reference number</b>	2604031
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10251639
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Portchester Community School Governing Body
<b>Registered person unique reference number</b>	RP517956
<b>Telephone number</b>	02392364392
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Generations preschool registered in 2020 and is located in Porchester, Hampshire. The pre-school employs 6 members of staff, all of whom hold appropriate early years qualifications at level 3 or above. The pre-school operates from 8am to 4pm, term time only. It provides funded early education for two-, and three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Lambert

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector observed the quality of interactions between staff and children.
- The inspector looked at a range of documentation, including staff suitability to work with children and paediatric first-aid certificates.
- The inspector gathered the views of the parents.
- Children discussed their learning with the inspector.
- The manager and inspector took part in a joint observation.
- The manager and inspector toured the premises and discussed the curriculum intent.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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