

Inspection of In2play Outdoor Pre-School

Hastings Adventure Playground, Broomgrove Road, Hastings TN34 3FW

Inspection date: 29 January 2025

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Leaders are highly ambitious. They show an unwavering commitment to ensuring the highest possible outcomes for all children. Experienced staff deliver exceptional teaching moments that support each child's individual needs very successfully. The curriculum is expertly constructed to ignite and instil a deep love of learning. Staff place children's emotional well-being at the heart of its provision. The well-established rhythm of the day is predictable and unhurried. Children take responsibility for small tasks, make choices about their play and show impressive confidence in managing their own personal needs. Staff form exceptionally warm and trusting relationships with children. They empower children to assess risks and build their confidence through trial and error. Children display impressive levels of concentration and perseverance as they master new skills with great determination. Their enthusiasm to follow their own ideas is limitless.

Children's behaviour is expertly managed by staff. They sensitively help children to understand and express their feelings. Staff model an ethos that supports respect, kindness and teamwork. Children display exemplary behaviour and develop a strong sense of friendship. They cooperate willingly on tasks with their friends. For example, children design an elaborate obstacle course together. They place great care and attention on safety as they carry large planks together. They listen to each other's ideas attentively and maturely negotiate and agree on the design. All children, including children with special educational needs and/or disabilities, are incredibly well prepared for the next stage in their learning.

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

- Leaders and staff have designed a curriculum that is highly focused on providing children with the knowledge and skills to deepen their learning. Staff are experts at identifying the knowledge children need to learn next. They introduce new learning clearly and embed this seamlessly into daily practice. There are ample opportunities for children to apply new knowledge or practise new skills. Children learn a great deal in a short time. They quickly become self-motivated learners who show remarkably positive attitudes to learning.
- Leaders have fostered a culture of excellence, where staff receive high-quality ongoing professional development to enhance their skills and maintain the highest standard of teaching. Leaders manage staff workload effectively. All staff, including staff new to a career in childcare, are dedicated and highly motivated. Their commitment is evident in their ambition for all children.
- Leaders' dedication to ensuring that all children have equal opportunities to succeed is commendable. Additional funding is used exceptionally well to enhance the quality of children's experiences, such as through the provision of one-to-one teaching, as required. Strong links with external agencies mean that

children's needs are quickly identified, and additional support is secured. Cultural diversity is celebrated through stories, festivals and activities that promote children's understanding and respect for different backgrounds and traditions.

- Impressive attention is given to supporting children's personal development. The curriculum is enriched with opportunities that develop children's understanding of sustainability, respect for nature and healthy lifestyles. Children become amateur mycologists, showing an impressive understanding of the different mushrooms and fungi they see growing. Staff promote children's creativity and curiosity successfully, as they support children to make their own binoculars. Together, they identify and name common garden birds. In addition, children enjoy healthy snacks and carefully cut slices of fruit or pour their own drinks.
- Staff are specialists in promoting children's early communication. Children are immersed in a language-rich environment that supports their early language development very well. Staff model high-quality language, introduce new vocabulary in meaningful contexts and encourage children to express their thoughts and ideas. Children develop a love for books through extensive access to a selection of high-quality literature. They relish opportunities to take part in daily engaging sessions, including musical accompaniment or poetry readings.
- Staff actively promote risk-taking. Children enjoy uninterrupted time where they engage in challenging play activities outdoors. Staff encourage children to assess and take age-appropriate risks through activities, such as tree climbing or using real tools under supervision. Children relish opportunities to jump safely from wooden structures or to roast marshmallows over a fire pit on a cold day. These well-managed risky play opportunities help children develop quickly in confidence, foster independence and support effective decision making. Children develop high levels of self-belief in their own abilities.
- Leadership is innovative and forward thinking. They hold a highly accurate view of their own performance, demonstrating an unwavering commitment to continuous improvement. For example, leaders have secured additional funding to improve the outdoor premises further, through the addition of a pond and areas for cultivation. Plans to extend the service further include trips to local beaches and places of historical interest to provide children with a deeper appreciation for the local community.
- Leaders and staff develop trusting and purposeful partnerships with parents. Parents gain a wealth of information on their children's achievements. They are empowered to support their children's learning at home and take part in exciting initiatives, such as the provision of fun play sessions for families at the weekend. Parents are overwhelmingly positive about the quality of the provision. They identify staff's unfaltering dedication as a key strength.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY554127
Local authority	East Sussex
Inspection number	10371096
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	61
Name of registered person	In 2 Play CIC
Registered person unique reference number	RP529841
Telephone number	07967750837
Date of previous inspection	5 December 2019

Information about this early years setting

In2play Outdoor Pre-School registered in 2017. It operates from Hastings Adventure Playground, Hastings, East Sussex. The pre-school operates from 9am to 3pm, Monday to Friday, term time only. Additional sessions include an early start session from 8.30am and later pick up session to 3.30pm. Funding is accepted for the provision of early years education for children aged two, three and four years. A team of 10 members of staff work with the children. Of these, one staff member holds early years teacher status, two staff members are qualified to degree level, and one holds a foundation degree in early years. Three members of staff are qualified to level 3, one member of staff holds a level 2 qualification and one apprentice is currently completing a level 2 qualification. The pre-school promotes an ethos of outdoor learning.

Information about this inspection

Inspector

Melissa Cox

Inspection activities

- The manager and the inspector completed a learning walk together and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on the children's learning.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector and the manager carried out a joint observation.
- The inspectors held a meeting with the provider and the manager. They reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- Parents shared their views of the setting with the inspector.
- The inspector accompanied the children on a safety walk and gathered their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025