

Inspection of In2play Outdoor Pre-School

Hastings Adventure Playground, Upper Broomgrove Road, Hastings, East Sussex
TN34 3PH

Inspection date: 5 December 2019

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is outstanding

The pre-school staff's captivating and innovative teaching in the outside environment is outstanding. Children arrive full of excitement, anticipation and eagerness. They develop an exceptional range of skills and knowledge which equip them incredibly well for starting school. For example, staff plan an exemplary range of activities within the vast outside area for children to explore.

Children are physically active each day and their zest and motivation for learning are obvious to see. They are highly motivated and show absolute fascination as they make daily discoveries of new things, such as puddles covered with ice and the patterns frost makes on the pathways. Particularly dedicated staff have the highest expectations and aspirations for all children, regardless of their skills and backgrounds. Every child is supported exceptionally well to make the best possible progress. The key-person system is fully embedded across all aspects of provision so that children's emotional security is always prioritised. Children approach staff readily for comfort and support when needed, or to actively celebrate their new achievements and discoveries. The relationships between all staff and children are exceptionally warm.

Children of all ages make friends easily and play happily together. Older children interact extremely closely with younger children, and all children's behaviour is impeccable. Without prompting, children are polite, kind and respectful of one another. They warmly invite children into their games and actively work together to share ideas, leading to an exceptionally happy, busy and harmonious environment. The attention given towards keeping children safe is outstanding.

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

- Staff work tirelessly to make sure every child achieves their full potential. Assessment records are completed meticulously to ensure each child's learning styles, preferences and ideas are totally understood and planned for. Parents and other professionals involved in children's learning are fully involved in the assessment process. This means activities are scrupulously planned to offer children the highest level of challenge in their learning.
- Leaders have an aspirational approach towards delivering exceptional levels of early years provision. They plan a curriculum which is supported by research and takes account of good practice to offer children an excellent start to their learning. Leaders work tirelessly to reflect continually on practice. They review the provision analytically to make sure they constantly provide an outstanding level of practice.
- From the youngest age, children rapidly become busy, active, highly motivated learners. Staff provide endless opportunities to promote children's natural

curiosity and wonder about the world. For example, children were fascinated by the clumps of frost which they collected in their hands. They gazed in amazement at the small ice particles and used magnifying glasses competently to study these in detail.

- The support for children's language development is exemplary. Staff have completed extensive specialist training in supporting children's early communication skills. They expertly help children to quickly acquire a vast range of vocabulary and the ability to engage in conversation confidently. Children use expressive language freely in their play and are confident to ask questions to find out more. Staff skilfully introduce new vocabulary through highly effective teaching. For example, when children discovered some slow-worms, they were extremely curious to find out more. Staff used the internet with children to find out factual information and enable children to develop a much deeper understanding of the natural world.
- Children learn to manage their own safety exceptionally well. Staff explain potential risks to them, and the daily safety walk helps children to identify new hazards quickly and competently. For example, children confidently spot when toadstools have grown overnight, or where there are brambles in the hedgerow. Staff show children how to move safely. For example, even the youngest children confidently climb steep steps and move carefully down sloping embankments. Children using the zip wire know exactly what they must do to avoid injury as they get on and off, and other children instinctively know not to stand in the way. Children are given the freedom to explore, while still having a secure knowledge of possible danger.
- Funding is used especially well for children who need additional help with their learning. Children with special educational needs and/or disabilities achieve exceptionally well. Staff work closely with other professionals and target teaching where it is most needed. As a result, all children quickly catch up with their peers and move on to school confident and ready to learn more.
- Every measure is taken to support children's health and well-being. The endless opportunities to be outside mean parents report their children are healthier, sleep better and have improved appetites. Staff work closely with parents to make sure every child is dressed appropriately for the outdoor conditions and can take a full and active part in all areas of the curriculum. Toilets, nappy change facilities and cloakroom areas are all easily accessible, meaning children develop excellent personal care routines and become adept at taking care of their own needs.

Safeguarding

The arrangements for safeguarding are effective.

Exemplary teaching means that children constantly learn how to keep themselves safe. Staff actively promote risk-taking within the environment, knowing that children are fully supervised at all times. The rate of accidents and injuries is low as children learn how to move around safely and look out for and avoid hazards naturally within the daily routine. Robust and rigorous recruitment procedures

mean that new staff are thoroughly checked to make sure they are suitable to work with children. All staff have an extensive and impressive knowledge of how to safeguard children. They are vigilant in noticing any changes in children's welfare and report these immediately if further action is needed.

Setting details

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|--|------------------------------------|
| Unique reference number | EY554127 |
| Local authority | East Sussex |
| Inspection number | 10130908 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Sessional day care |
| Age range of children | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 31 |
| Name of registered person | In 2 Play CIC |
| Registered person unique reference number | RP529841 |
| Telephone number | 07967750837 |
| Date of previous inspection | Not applicable |

Information about this early years setting

In2play Outdoor Pre-School registered in 2017. It is one of two early years provisions managed by In2Play and registered with Ofsted. The pre-school operates from an adventure playground in the centre of Hastings, East Sussex. All provision takes place outside, although an office, kitchen, toilets, handwashing facilities and nappy change areas are available inside. At present, the pre-school opens on Monday, Wednesday and Thursday from 8.30am to 1.30pm. However, from January 2020, the pre-school will open Monday to Thursday from 8.30am to 2.30pm. Funding is accepted for the provision of free early years education for children aged two, three and four years. A team of seven staff work with the children. Of these, one staff member holds qualified teacher status, one is qualified to degree level, and one holds a foundation degree in early years. Three staff are qualified to level 3 and one apprentice is currently completing level 3 training.

Information about this inspection

Inspector
Jo Caswell

Inspection activities

- The inspector observed the pre-school session and the range of activities and teaching which take place in the outside area. Discussions were held with senior staff to evaluate how well the provision keeps children safe and supports their learning.
- Parents spoke with the inspector and actively shared their views on the provision.
- Staff discussed their role in teaching children and explained to the inspector how they monitor each child's learning and development.
- Senior staff showed the inspector around the areas used by the children and explained how they use the space to promote children's learning.
- Some records and documentation were looked at, including children's assessment records, safeguarding logs and staff training files.

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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