

Paskals Day Nursery Limited

6 Farnley Road, Balby, Doncaster DN4 8TS



Inspection date	13 November 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff accurately assess children's learning and plan activities based on their interests and needs. The manager closely tracks the progress of individual and groups of children. She uses additional funding effectively to help children make good progress.
- Children form strong bonds with their key persons. Staff supervise children well and are friendly and nurturing. Children's behaviour is good. Staff are calm and patient when teaching children how to be kind and polite and to share with their friends.
- The manager monitors the quality of teaching closely and provides effective support to help staff to extend their teaching skills further. They observe staff's practice and give good guidance to improve the quality of their teaching.
- Partnerships with parents are good. Staff promote two-way communication well. Parents value the care and attention their children receive.
- The manager and owner seek the views of children, parents and staff, and use this information to drive ongoing improvements.

It is not yet outstanding because:

- Activities are not robustly extended to ensure that children develop their own ideas, solve problems for themselves and build on their critical-thinking skills.
- Sometimes, support for younger and non-verbal children's speech and language development is not always of a high enough standard to make sure any gaps in this aspect of their development close swiftly.

What the setting needs to do to improve further

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

- provide more opportunities for children to extend their own ideas, solve problems and build on their critical-thinking skills
- enhance the strategies used to build on children's communication and language skills, to help the youngest and non-verbal children to develop their speech, say words correctly and build up their vocabulary further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She discussed children's progress with the manager, staff and parents. She also carried out a joint observation with the manager.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of leadership and management is good

The provider has implemented effective measures to manage and review all aspects of the nursery. She has appointed a manager, deputy manager and cook. These recent changes have had a positive impact and give staff more time to promote children's play and learning. Safeguarding is effective. Staff have a good understanding of how to protect children and know the procedures to follow if they have any concerns about children's welfare. Partnerships with other providers are good. This promotes continuity in children's care and learning. Staff regularly exchange information with all those involved in children's care. They work closely with healthcare professionals to develop tailored learning plans that successfully support children who have special educational needs and/or disabilities. The manager makes good use of additional funding to enhance children's learning experiences.

Quality of teaching, learning and assessment is good

The qualified staff have a good understanding of how children learn. Overall, they use a range of effective strategies to motivate children and promote their learning. Staff working with the youngest children use their knowledge gained from training well to promote the sensory development of babies. Babies are inquisitive to explore the sensory baskets full of interesting items. Babies relish singing time and follow actions and movements well. Staff encourage older children to practise their handling skills as they pour water from jugs into plastic bottles. Staff promote 'full' and 'empty' to support their mathematical awareness. Older children enjoy playing with play dough and talk about familiar events and their own experiences. This promotes their understanding of the world in which they live.

Personal development, behaviour and welfare are good

Children enjoy their learning in a safe and welcoming environment. They behave well and staff boost children's self-confidence through praise for their efforts, achievements and positive behaviour. Staff promote children's good health well. For example, nutritious meals are prepared by the cook and children enjoy these very much. Children learn good personal hygiene procedures and they are physically active each day. Outdoors, older children show increasing control and develop good physical skills. Staff support babies well, such as when they help them get into the right position to use a small slide.

Outcomes for children are good

All children, including those in receipt of funding and those who have special educational needs and/or disabilities, make at least good progress. Children know and follow consistent daily routines that support their growing independence. They develop a positive attitude towards their learning and are inquisitive learners. Children are confident, happy and seek out others to share experiences with. They are well prepared for the next stage of their learning and for school when the time comes.

Setting details

Unique reference number	EY540002
Local authority	Doncaster
Inspection number	10079352
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	24
Number of children on roll	53
Name of registered person	Paskals Day Nursery Limited
Registered person unique reference number	RP540001
Date of previous inspection	Not applicable
Telephone number	01302 859120

Paskals Child Daycare registered in 2016. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 2, 3 or 5. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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