

Inspection of Paskals Day Nursery Limited

Warmsworth Road, Balby DN4 0RD

Inspection date: 24 June 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The provider does not ensure that an ambitious curriculum is implemented that meets children's needs. Staff do not have a clear focus on what knowledge and skills they are teaching children. They do not plan stimulating and challenging activities for children. The resources available do not engage children or spark their interests. Children do not show high levels of engagement in their play. As a result, children's behaviour declines. Staff do not consistently recognise and act swiftly when this occurs. Children's behaviour and attitudes to learning are poor.

The support for children with special educational needs and/or disabilities (SEND) is weak. The provider identifies when children need additional support. They put plans in place to meet their needs. However, these plans are not consistently implemented. Children with SEND do not receive quality interactions from staff. They are often left to their own devices and wander around the setting with few interactions. This does not support children to make the progress of which they are capable.

That said, staff build positive relationships with children. Children go to their key person for support and comfort when needed. Staff know children well. The provider implements routines to help children to understand what is happening next. For example, staff ring a bell and remind children they have five minutes before they need to tidy up. They organise lunchtime so that children do not need to wait for their food. Staff supervise children effectively while eating.

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

- Overall, staff do not have high expectations of children's behaviour. They are not always alert to when children demonstrate unwanted behaviour. Staff do not consistently support and manage children's behaviour effectively. They do not always respond to occurrences of unwanted behaviour quickly. As a result, children are unkind to their friends and do not learn how their behaviours impact on others.
- Although the provider identifies children's needs early and refers concerns to appropriate agencies, staff do not consistently support children with SEND to meet their needs and support their learning. Children with SEND are often left to their own devices and spend long periods of time alone. When staff do engage, they often pick up children and carry them. There is no clear learning to meet their individual needs. This impacts on the progress children with SEND make.
- The provider does not ensure the curriculum is implemented effectively. Children do not have a clear focus to their learning. They often wander without purpose with little focus or engagement in their play. Children do not benefit from quality learning opportunities to build on what they know and can do.

- Due to the lack of quality staff interactions, children begin to display poor behaviour. Consequently, staff are not helping children to develop a positive attitude to learning.
- Overall, staff support children's physical skills well. Staff provide opportunities for children to climb and balance. Children confidently climb up and over the climbing frame. Staff provide activities to strengthen the muscles in children's hands. Children prod and poke play dough. They use tools to make marks. This helps children to develop their small and large muscles.
- Staff encourage children to develop their independence skills. Children learn to put their coats on and use a cloth to wash their faces after eating. Children develop the skills to use the toilet independently.
- The provider does not ensure that all parents know who their child's key person is. This means that parents do not have a clear understanding of their children's learning and development. This prevents some parents from building positive relationships with their key person.
- Staff complete the progress check for children aged between two and three years. They liaise with health visitors to share information regarding the progress check and health review. The provider considers children's individual needs when deciding how to use any additional funding. They liaise with parents and children's key persons to obtain suitable resources for them.
- The provider understands the requirement of changes that must be notified to Ofsted. For example, the provider notified Ofsted and other relevant agencies of a recent significant event. The provider has completed staff training with all staff to update their knowledge to ensure that children are always supervised within the nursery.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all staff have high expectations of children's behaviour and conduct, and that these are consistently promoted	10/10/2025

ensure that arrangements are in place to support children with SEND so that they benefit from quality interactions to meet their needs and support their learning	10/10/2025
implement a curriculum that has clear intentions for what children need to learn	10/10/2025
ensure that staff provide stimulating and challenging activities that build on what children already know and can do.	10/10/2025

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

- strengthen the key-person system, so that all parents have a clear understanding of who their child's key person is and that they can easily access information about their child's learning and development.

Setting details

Unique reference number	2538363
Local authority	Doncaster
Inspection number	10405391
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	48
Name of registered person	Paskals Day Nursery Limited
Registered person unique reference number	RP540001
Telephone number	07786 038021
Date of previous inspection	13 October 2021

Information about this early years setting

Paskals Day Nursery Limited registered in 2019 and is situated in Balby near Doncaster. The provider employs seven members of staff. Of these, four staff hold qualifications at level 3 or above. The setting is open Monday to Friday, from 7.30am to 6pm, during term time. It offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a planned activity.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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