

Inspection of Paskals Day Nursery Limited

Warmsworth Road, Balby DN4 0RD

Inspection date: 22 September 2025

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have made significant improvements since the last inspection. However, some procedures have not been followed correctly and children's good health and hygiene are not consistently prioritised.

Children are happy and content at the welcoming and inclusive nursery. They settle confidently and quickly as staff know them well. Children develop warm relationships with kind staff, helping them to feel safe and secure. Staff respond sensitively to children, especially those who have recently started at nursery. This supports children's emotional well-being. Staff have high expectations for children's behaviour. They remind children to use kind words, listen to others and follow routines. For example, at tidy-up time, children are given a two-minute reminder to finish their play before helping to tidy up. As a result, children understand and demonstrate positive behaviour and are respectful of resources.

Children benefit from a curriculum that helps them to develop the skills and knowledge they will need as they move on to their next stage in education. For example, staff teach children to share and take turns when making dough. Children demonstrate mathematical understanding as they count how many scoops of ingredients they use. They use mathematical language such as more and less when adding water to the mixture. Staff encourage children to repeat words such as 'sieve' and 'flour' to help develop their understanding as they play. Children make good progress in their learning and development.

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

- Staff have failed to follow their first-aid procedures in a timely manner following accidents, meaning that there have been delays in administering first aid and contacting parents. While this has not resulted in any impact on the safety of children, parents have been unable to make timely and informed decisions about their children's care on occasion.
- Staff teach children to wash their hands prior to eating and after going to the toilet. However, they do not encourage children to wash their hands after wiping their nose. Face cloths that have been dropped on the floor are given to children to wash their face after lunch. This compromises children's good health.
- Staff plan activities and opportunities that cover all areas of learning. They use observation and assessment to identify what they want children to learn next. However, during planned activities and routines of the day, staff do not consistently consider whether older children who are more capable are sufficiently challenged. This means that opportunities to extend some children's learning are more limited.
- Support for children with special educational needs and/or disabilities (SEND) is

good. Staff identify any children at risk of falling behind. Partnerships with other professionals are effective and help children to achieve their goals. Staff support children with SEND through regular assessment. They work alongside parents to identify their next steps in development and implement targeted interventions. Consequently, children make good progress from their starting points.

- Staff encourage children to be physically active in the indoor and outdoor spaces. They provide children with a variety of activities to help develop their larger muscles. For example, children climb, balance and dig. Children also develop their smaller muscles well. For example, children manipulate dough and enjoy using a range of materials at the dough table. This helps them in preparation for early writing. Children make good progress in their physical development.
- Children benefit from small-group activities in the 'Nature Nest' cabin. Staff promote children's well-being and emotional welfare through planned activities such as sensory exploration or reading stories based around emotions. This builds on children's confidence and supports them as they begin to make friendships.
- Leaders evaluate and understand the nursery's strengths and areas for improvement. Leaders are supported well by other professionals to help staff improve their practice and, therefore, the quality of experiences for children. Staff are dedicated to their roles and have developed their skills and knowledge since the previous inspection. Leaders and staff work well together to provide appropriate learning experiences for children.
- Partnership working with parents is positive. Communication is effective and is delivered through an online platform and face-to-face discussions. This helps parents to understand what their children are learning and any next steps for their development. Parents comment on the positive settling-in procedures that support children and their families well.

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 first-aid procedures are implemented in a timely manner to promote children's health and safety, and to enable parents to make informed decisions	06/10/2025
ensure that hygiene practices are consistently implemented to promote children's good health.	06/10/2025

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

- provide more activities that are differentiated so that older children and those who are more capable are sufficiently challenged to make even better progress.

Setting details

Unique reference number	2538363
Local authority	Doncaster
Inspection number	10415863
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 3
Total number of places	25
Number of children on roll	24
Name of registered person	Paskals Day Nursery Limited
Registered person unique reference number	RP540001
Telephone number	07786 038021
Date of previous inspection	24 June 2025

Information about this early years setting

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

Information about this inspection

Inspector

Jo Clark

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 manager spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery and reviewed a sample of relevant documentation.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out joint observations of group activities.

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