

Inspection of Paskals Day Nursery Limited

Family Hub, Mexborough Childrens Centre, Wath Road, Mexborough S64 9ED

Inspection date: 26 March 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provision for children with special educational needs and/or disabilities (SEND) is weak. While staff identify children with SEND, and are aware of each child's individual learning plan, they do not implement these plans effectively to support children's ongoing learning. Children with SEND are often left to play independently with little quality support or engagement from staff. Therefore, these children are not supported to develop positive attitudes to their learning as they are rarely supported by staff to engage in purposeful play. Daily routines to support all children's play and learning are not always effective. For example, staff begin welcome time before all children have arrived. This results in some children missing out on this learning opportunity.

Overall, children are settled in the care of staff. Managers ensure that safeguarding policies and procedures are implemented to help protect children's well-being. Some staff are skilled at responding to children when they begin to disengage. For example, when some children begin to run around, staff use their interest in dinosaurs to entice them to play. Children sit and engage in more positive play experiences through the support of some staff. However, other staff are less confident to manage children's challenging behaviour. If the strategies they use are ineffective, they struggle to find alternative ways to manage children's behaviour. The lack of clear routines and boundaries also results in children being unaware of expectations for their behaviour.

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

- Although managers oversee staff's practice, they do not identify significant weaknesses. Therefore, staff do not receive support to make improvements or maintain good practice. There is an effective curriculum in place to support children to develop a range of skills over time. However, staff do not implement this well enough to support all children's ongoing learning and development.
- Staff do not spend enough time with children with SEND, to meet their developmental needs. During planned group-time activities, staff do not plan alternative purposeful learning experiences to engage these children. This results in children with SEND wandering around as staff fail to interact and support them. This hinders the progress children make.
- Staff plan story time sessions to support children's communication, listening and attention skills. However, they do not consider the needs and abilities of all children when planning which book to read. Books are sometimes too complex and/or too long for children's stage of learning. They do not support the active engagement of children through repetition of key words and phrases. This results in staff being unable to sustain younger three-year-old children's interest and focus.

- For older three- and four-year-old children, staff read books which are slightly better suited to their needs and abilities. Staff ask questions at the end of the story and revisit pages in the book to help children to understand what has happened. They introduce children to new words as they explain 'exhausted' is another word for 'tired'.
- Daily routines, while in place, are not well organised. Welcome time is disorderly as staff start the discussions as children are still entering the room. As children move around and find a space to sit, this disrupts children's engagement and focus. Other children completely miss out on this experience as they arrive as the activity ends.
- Staff do not introduce clear routines and boundaries to children effectively. They do not manage the quick change of routines from one activity or experience to another well. Staff suddenly announce that it is tidy-up time or time to come inside for lunch. As there is no warning to prepare children for the upcoming change, some children struggle with this and become upset.
- In contrast to this, staff support children to learn to remain seated at the table when they are eating. They strongly re-enforce this with all children, including those with SEND. This shows how all children can, and do, respond positively to routines and expectations, when staff set these.
- Children's well-being is maintained. Managers and staff follow clear safeguarding procedures to ensure that children remain protected from potential harm. They supervise children adequately. Staff implement appropriate health and hygiene practices, to support children's well-being.
- Staff do not consistently support children to learn clear expectations for their behaviour. When some children demonstrate challenging behaviour, staff do not consistently manage this well. At other times, staff allow children to play without challenge or guidance. This does not help children to learn what is expected from them.
- Staff plan a range of activities to support children's physical skills. When they do spend time engaging with children, these are adequately implemented to help children to develop skills in this area. During outside play, staff support children to learn to navigate over the balancing planks. Inside, they support two-year-old children to develop strength in their fingers when playing with dough.
- Managers consider the interests of children when spending additional funding. They are committed to trying to promote positive outcomes for children.

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, the provider must:

	Due date
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	12/05/2025
make sure that staff consider the individual needs and abilities of children, especially when planning group story time sessions	12/05/2025
ensure that staff consistently implement secure routines to guide children's development	12/05/2025
make sure that all staff have the confidence and knowledge to manage children's behaviour.	12/05/2025

Setting details

Unique reference number	2806103
Local authority	Doncaster
Inspection number	10389645
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	60
Number of children on roll	54
Name of registered person	Paskals Day Nursery Limited
Registered person unique reference number	RP540001
Telephone number	01709 589074
Date of previous inspection	Not applicable

Information about this early years setting

Paskals Day Nursery Limited registered in 2024 and is located in Mexborough. The setting opens from 9.15am to 4pm, Monday to Friday, during term time. It employs nine members of staff, eight of whom hold appropriate early years qualifications at level 3 or above. The setting offers the government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- Staff spoke with the inspector during the inspection.
- The manager and inspector carried out two joint observations during planned activities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the nursery with the inspector.

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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