

Inspection of Paskals Day Nursery Limited

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

Inspection date: 8 July 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to address some of the weaknesses identified at the last inspection. The provision for children with special educational needs and/or disabilities (SEND) is not yet good. Staff do not support children with SEND effectively. Some children with SEND are often left for long periods of time on their own. Children wander about with few interactions from staff. This means children do not receive quality interactions to support their individual needs. The provider does not ensure staff arrangements meet the needs of all children and ensure their safety. Staff are not vigilant to where children are playing. This lack of supervision compromises children's safety.

Staff do not teach children to follow good health and hygiene practices. They are not always attentive to children's needs. Staff do not help children to identify when they need a tissue. Children walk about with runny noses. This does not help to support children's health and well-being. The provider does not ensure all staff implement the planned curriculum. Staff are not always clear on what they are teaching children. Children do not benefit from planned purposeful activities. This does not help children to develop positive attitudes to their learning.

That said, staff form positive relationships with children. Overall, children's behaviour is good. Staff respond appropriately to any unwanted behaviour. Children learn the routines of the day. Staff give children warnings during key transition times. For example, staff ring a bell and tell children it is nearly time to tidy away their toys. They show children a timer and remind them they will need to tidy up when it has finished. Staff use pictures to show children where they are going next. For example, staff show children the picture for outside as they are getting ready to go out. This helps children to understand what is happening next and to follow the daily routines.

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

- The provider has not made sufficient progress to ensure children with SEND are supported effectively. Although staff identify gaps in children's learning and liaise with other agencies to plan appropriate next steps, the provider does not ensure these plans are implemented effectively. Staff do not spend quality time supporting children. This means children with SEND have limited opportunity to engage in purposeful play. Children do not receive the support they need to ensure they make the progress of which they are capable.
- The provider does not ensure staff are deployed effectively to support children's learning and keep them safe. Staff do not always know where children are, or what they are doing. For example, staff do not notice when children climb on and jump off tables. They do not see children putting things in their mouths.

Children play in high-risk areas with no adult supervision. Staff are not vigilant during lunchtime. They do not always supervise children effectively when they are eating. This compromises children's safety.

- The provider does not consistently promote the health and hygiene of children. Younger children and staff wash their hands in the same bowl of water before eating. Staff do not support children to learn to wipe their noses and wash their hands afterwards. Children bring in bottles of juice that they have access to throughout the day. This does not help to promote the good health of children.
- The provider does not ensure the curriculum is implemented effectively. They do not ensure all staff know and understand the curriculum and how to implement this. Staff are unaware of what the focus of learning is for the week ahead. This means children do not benefit from the planned learning and focused activities. This does not help children make good progress in their learning and development.
- Overall, staff promote children's communication and language skills well. They introduce new language and repeat key words. Staff use visuals, such as pictures, to support children's understanding. They speak clearly and comment on what children are doing. Staff ask questions and give children time to think and respond. This helps children to develop their speaking and listening skills.
- Staff provide opportunities for children to develop their mathematical skills. Staff count with children and use the language of size and shape within their play. Children begin to use this language as they count objects and compare the height of the tower they are building.
- The provider evaluates children's individual needs and life experiences, when considering how to spend any additional funding. They identify any specific resources children may need to support their learning needs.
- The provider shares information with parents and carers. Parents feel well informed and appreciate the positive feedback they receive. The provider supports families through the referral processes when children need additional support from outside agencies.
- The provider understands the requirement of changes that must be notified to Ofsted. For example, the provider notified Ofsted of a recent significant event. The provider has updated risk assessments and quickly made adjustments to the fire door to ensure the door cannot be closed and locked accidentally.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	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	12/09/2025
ensure that staffing arrangements meet the needs of all children and ensure their safety	12/09/2025
ensure that staff consistently promote the good health and hygiene of children.	12/09/2025

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support all staff to implement a curriculum that has clear intentions for what children need to learn.	12/09/2025

Setting details

Unique reference number	2806103
Local authority	Doncaster
Inspection number	10411042
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	54
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	26 March 2025

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
Miriam Caldecott

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between staff and children.
- The special educational needs coordinator 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 manager and the inspector carried out a joint observation of a communication and language activity.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The nominated individual 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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