

# ABC Day Nursery Day Care of Children

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**Type of inspection:**  
Unannounced

**Completed on:**  
28 May 2025

**Service provided by:**  
ABC Children's Services Limited

**Service provider number:**  
SP2010011116

**Service no:**  
CS2003010080

## About the service

ABC Day Nursery is a day care of children service, registered to provide care to a maximum of 70 children at any one time; aged from 0 to an age to attend primary school; of whom no more than 38 may be less than 2 years.

The service is provided from a terraced two storey Georgian building in the city centre of Perth. The upper floor consists of two playrooms, a dining space, a toilet and a nappy changing facility as well as a kitchen and a staff room. The lower floor consists of another two playrooms, toilets and an office space. Direct access to the nursery garden to the rear of the property is available from one of the playrooms on the lower floor. The building overlooks a large public green space and is close to shops and parks.

## About the inspection

This was an unannounced inspection which took place on 27 and 28 May 2025 between 09:15 and 17:00. Two inspectors carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included, previous inspection findings, registration information, information submitted by the service and intelligence gathered.

To inform our evaluation we:

- spoke with children using the service
- received 17 completed questionnaires from parents and carers
- received 10 completed questionnaires from staff
- spoke with staff and management
- observed practice and daily life
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors
- the quality of personal plans and how well children's needs are being met
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

## Key messages

- Children were well nurtured and cared for. Families were supported to be involved across different aspects of their child's care and support which enhanced positive attachments.
- Staff were developing children's play spaces indoors and outdoors to create interest and curiosity. Children would benefit from staff providing more provocation, to provide opportunities for challenge and stimulation.
- Most staff had a good understanding of child development, relevant theory and practice, and used this to support quality play and learning experiences. Some use of effective questioning extended children's thinking and supported some stimulating and challenging play and learning experiences.
- There was very good quality assurance systems in place, which supported self-evaluation. This supported everyone to work towards shared improvement priorities that were focussed and promoted continuous improvement.
- The deployment of the staff team enabled them to be fully engaged and present in children's care, play and learning. Parents knew staff well and were able to share the positive impact they had had on their children's experience and outcomes.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 1.1: Nurturing care and support

Children were nurtured through daily experiences. Staff led with kind and respectful interactions. This validated children and enabled them to seek support and comfort when needed. One parent told us, "The staff are all so friendly and welcoming and nothing ever seems to be a hassle for them. They come across as genuinely caring for my child and the family" and another said, "The staff are all so friendly and I love how they look after our little one. They all love and care for him as if their own". This impacted positively on children's outcomes.

Children's wellbeing benefitted from effective personal planning. This included key information such as, their needs, routines and likes and dislikes. Support strategies were in place for children who required additional support. This ensured children received consistent care. Chronologies were used to capture significant events in children's lives. This helped towards identifying where early interventions could be put in place to support children to thrive. As a result, staff knew children well and provided care that met their needs.

Children's snack and meal time experiences were nurturing, sociable and safe. A dedicated dining space had recently been developed to provide a homely space for all children to come together to eat. Staff sat with children and promoted good conversations. They were greeted warmly by staff as they entered the space, enabling children to feel seen and valued. This impacted positively on their social and emotional wellbeing. Families were well informed about the foods available to their children. One parent told us, "The menu was posted on the Family app and there was a good variety from all food groups and there was a good range of flavours and textures ... All the meals meet our child's dietary needs and they asked for seconds which is always good to hear". Another told us that, "My child's eating is better at the nursery than home! With the support of the staff they are trying new things". As a result, children received balanced diets that met their cultural and dietary requirements.

At times, some children were supported through structured routines, which limited their ability to make choices. For example, in the preschool room, most children sat for group time, then waited while others washed their hands before all going to lunch together. This whole process took just over 30 minutes. We encouraged staff to think about ways to give children more independence, such as, letting them move upstairs to the dining room when they felt ready. This would help children feel more empowered and build confidence in making their own decisions.

### Quality Indicator 1.3: Play and learning

Children had fun and were busy in their play experiences. Staff designed the playrooms well to promote a good range of play and learning experiences. Children enjoyed water play, ball play and time outdoors. All parents told us that their children enjoyed spending time at nursery. One parent shared, "They always have different activities for the kids, the rooms are bright, interesting and inviting and the garden play area is tremendous". This enabled children to experience good quality care, play and learning.

Children had some involvement in leading their play and learning. Staff encouraged children to share their views, opinions and ideas through mind maps, questions and reflective moments. This supported some choice and independence for children. This showed children that their views and opinions mattered.

Most staff had a good understanding of child development, relevant theory and practice, and used this to support quality play and learning experiences. Some use of effective questioning extended children's thinking and supported some stimulating and challenging play and learning experiences. On a few occasions, opportunities were missed to enhance children's play and learning. Professional development opportunities were being sought to support children's curiosities and widened their thinking.

Children benefitted from a good use of the community. Staff skilfully planned opportunities that supported their play and learning. One parent told us, "They regularly go across to the inch for a walk/play or to the park. They also go to a local care home for visits with the residents or for walks into town to the shops or to see exhibitions in the shopping centre". As a result, children were exploring their wider world, while developing a sense of belonging within their community.

Children's experiences and achievements were recorded on an online platform which parents also had access to. This supported most parents to feel involved and informed. Individual observations were regularly recorded. These showed children's experiences, both in individual and group observations. Audits and peer reviews were ongoing to support the development of these. This supported staff to develop their skills to better track children's individual learning and ensure children received breadth and balance.

## How good is our setting?

**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 2.2: Children experience high quality facilities

Children benefitted from a setting that was furnished to a high standard. Children had ample space for their care, play and learning needs. One parent told us, "The staff have created a quiet space in the room for my child to rest". The entrance space was warm and welcoming for children, families and visitors. It was decorated to provide useful information such as, up and coming events, service improvement plan and staffing information. This enabled a positive ethos that encouraged everyone to feel included in the service.

The indoor and outdoor environment was designed well to provide children with a range of good quality experiences. Some parents felt this was a key strength in the setting. One parent commented, "The garden has had a lot of improvements that provides a stimulating yet safe space for learning and play". Another shared that, "The rooms and gardens are bright, cheerful and frequently updated". These environments supported children's engagement, curiosity and enjoyment, contributing positively to their overall development and wellbeing.

The environment and equipment were safe, secure and well-maintained. Staff encouraged children to share their thoughts and opinions when completing risk assessments, for example, through doing their own visual checks. This enabled staff to have a deeper understanding of the safety of the environment from the child's perspective. Children were trusted to assess their own abilities when it came to risk play such as, climbing. Staff intervened when appropriate to manage risk and support children navigate safely. Children were clearly very proud of their climbing skills and enjoyed showing their friends what they could do. This resulted in children gaining a sense of responsibility and achievement.

The setting and equipment were safe, secure and well-maintained. Good arrangements were in place for the monitoring and maintenance of equipment to ensure that damaged items were promptly fixed or replaced. This promoted the safety of children, families and staff.

Effective infection prevention and control procedures supported children's health and wellbeing. Regular handwashing at key times by both children and staff helped reduce the risk of the spread of any infections. As a result, children were cared for in a clean and hygienic environment, promoting good health habits.

## How good is our leadership?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

### **Quality Indicator 3.1: Quality assurance and improvement are led well**

A shared vision, values, aims and objectives positively informed practice. This was shared with families and displayed within the setting to further support inclusion. Staff shared a good understanding of them, ensuring that everyone worked collectively to promote children's rights.

Children and families felt they were meaningfully involved and could influence change within the setting. One parent told us, "I have a positive and collaborative relationship with the staff. Any requests I have are actioned to ensure consistency and best care for our child ... The ABC team has open communication that allows parents to ask questions and voice their concerns and I have always received a quick and helpful response". Parents were kept well informed of how the service responded to feedback or comments via, face-to-face discussions, family feedback display and electronically, through email and newsletters. Another parent told us, "There are always activities for the family's to get involved with like fundraising for charities which has really built a community feel to the place. The manager has made massive improvements since they started and the staff are all very very good with the kids". This resulted in an inclusive environment where children and families could feel valued and respected.

A robust quality assurance system was in place, including a calendar that supported time management. A systematic approach was used to audit areas in the nursery which measured children's care, play and learning. This had been built upon to reflect more of the evidence behind what was going well and what could be further developed. This enabled everyone to have a deeper understanding of strengths and areas for improvement as well as provide more focussed targets in relation to improvement planning.

Leaderships roles such as, eco lead, communication champions and additional support needs lead had been created. This supported improvements and promoted a positive morale within the staff team. Staff came together to reflect on their roles and share learning from them. This supported collaboration and effective information sharing to ensure positive impacts were being made.

Peer reviews and regular staff meetings created valuable opportunities for collaboration and reflection. These helped the team to share progress, celebrate achievements and focus on continuous improvement. As a result, staff morale was high, with one team member noting, "Overall the staff morale is at an all-time high. We have had many successes and achievements". This positive culture contributed to a motivated staff team and a strong commitment to providing high standards across the setting.

## How good is our staff team?

**4 - Good**

We evaluated this key question as good, where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

### Quality Indicator 4.3: Staff deployment

The deployment of staff was well managed and effective in meeting children's needs. Children were cared for by a consistent staff team who worked well together. One parent told us, "Staff are always lovely, always attentive to our needs and very transparent and keep us up to date on how our son is getting on". This supported children to build positive attachments with those who cared for them.

The staff team had a good balance of skills and experiences which were used to promote positive experiences for children across the day. They worked well together to ensure effective supervision and quality engagement with children across the day. They communicated well and worked flexibly to ensure the safety and wellbeing of children.

Staff were empowered to deploy themselves and respond to the needs of the children. For example, children in the preschool could move freely between the garden, front room and back room. Staff were able to follow children's needs and interests without compromising the experiences of others. During busier times of the day, routines had been established which promoted children's safety and wellbeing.

Support was given to staff to enable them to meet children's needs. For example, an induction process was in place which assisted them to gain confidence in their role and undertake professional development. One staff member told us, "Management is very helpful and supportive. Room leaders are also supportive and communication is well maintained across the nursery". This contributed to a positive team culture and promoted high standards across the setting.

Positive feedback from all parents highlighted the strong impact of the care and support provided. Parents praised the staff's dedication, noting visible improvements in the nursery and the nurturing environment created for their children. One parent shared, "The nursery has thrived since the current manager started" while another described staff as, "fantastic and hardworking". This showed the positive impact on families through quality experiences and good support for children's wellbeing.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	4 - Good
4.3 Staff deployment	4 - Good



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