

Thrive Childcare and Education Corner House Perth Day Care of Children

7 Strathview Terrace
Perth
PH2 7HY

Telephone: 01738 500145

Type of inspection:
Unannounced

Completed on:
18 November 2025

Service provided by:
Paint Pots Nursery (Scotland) Limited

Service provider number:
SP2003002195

Service no:
CS2003010149

About the service

Thrive Childcare and Education Corner House Perth provides a daycare of children service in Perth. The service is registered to provide a care service to a maximum of 69 children not yet attending primary school at any one time.

- a) no more than 12 are aged under two years;
- b) no more than 21 are aged two years to under three years and;
- c) no more than 36 are aged three years to those not yet attending primary school full time.

Care is provided in a two storey property located within the town of Perth. The service is conveniently located close to parks, schools, shops and other amenities.

Children are accommodated mainly on the bottom floor but have access to a sensory space on the top floor. All children have access to a variety of secure garden surrounding the premises.

About the inspection

This was an unannounced inspection which took place on 17 and 18 November 2025 between 09:00 and 17:00. Feedback was shared with the service on 18 November 2025. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration complaints information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluation we:

- spent time with children using the service
- received nine completed questionnaires from families
- received 15 completed questionnaires from staff
- spoke with the management team
- assessed core assurances, including the physical environment
- observed practice and daily life
- reviewed documents.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that a service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

During this inspection we 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

- The service had clear vision, values and aims in place that were reflected throughout daily experiences.
- Children benefit from a staff team with a mix of skills, knowledge and experience.
- Children were mostly happy, engaged and having fun in quality play experiences.
- Children experienced nurturing, warm and caring interactions from staff who knew them well.
- Family partnership was valued and positive attachments were formed between staff, children and their families.
- Children were mostly empowered to be independent and build key life skills throughout different experiences.

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

Leadership	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children play and learn	4 - Good
Children are supported to achieve	4 - Good

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

Leadership 4 - Good

Leadership and management of staff and resources

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service had clear vision, values and aims in place which reflected the ethos and daily experiences for children and staff. These were reviewed with staff, children and families and meant that they were meaningful to all.

A meaningful Improvement Plan with relevant and achievable key priorities was in place. For example, a priority highlighted the outdoor environments focused on children's right to play, have fun and have the opportunity to develop life skills and learning including literacy and numeracy. Improvement work was underway to meet this priority. Improvements to the outdoor environment such as, developing areas to include meaningful numeracy and literacy opportunities supported children to challenge and extend their learning. Although daily outdoor play opportunities were provided to children, we discussed with the management team about the benefits of extended periods of time for children to explore the outdoor space. This would allow children to extend their learning and play ideas at a pace that was right for them.

Quality assurance processes were in place. For example, a calendar had been developed which was broken down into monthly tasks. Such as, monitoring of personal plans, auditing processes and staff meetings. This supported the management team with the smooth running of the service. Self-evaluation processes were in place, for example, monitoring and supervisions. These processes also included staff, children and families feedback. A staff member told us, "questions are put into the staff room along with staff meetings that allow staff to express their feelings and thoughts". Another staff member shared, "staff have been asked for feedback on the outside areas". One parent told us, "we are always asked to provide feedback on ideas or voice any ideas we have". Another parent shared, "We are given questionnaires and surveys and voting stations". This meant that staff and families were meaningfully involved and felt valued within the service.

Children's wellbeing was supported through safe recruitment and an effective staff induction which aligned with the Scottish Government Early Learning and Childcare: National Induction Resource. This helped new staff to settle into their role and become part of the staff team. All staff were registered with the appropriate regulatory bodies and engaged in ongoing professional learning to ensure their practice was informed by current theory, practice, and national guidance.

Staff skills, knowledge, values and deployment

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children benefitted from a staff team who had a mix of skills, knowledge and experience. Some staff were confident to take leadership roles and to role model good practice. Staff undertook regular training, for example outdoor learning. One staff member shared, "training supports me to stay informed and up to date on any new changes, allowing me to be the best version of myself as a practitioner". Another staff member told us, "I have done lots of training in person and online of different varieties.

A lot of creativity, outdoor play and maths which I feel I have incorporated into the room well and the children are engaging much more". Regular training reflections took place which supported staff to understand the impact particular training had on children's experiences and outcomes. Overall, training opportunities for staff have improved. As a result, staff have gained confidence and passion for their roles.

Children were supported by a staff team who mostly deployed themselves appropriately throughout the service. We agreed that the management team could continue to monitor staff deployment to ensure that staff feel supported and children's experiences are not negatively impacted.

Regular staff meetings took place with the whole staff team. Team building exercises have helped to develop a strong and trusting team where they took part in honest peer reviews. Staff shared that they felt that their wellbeing was mostly supported and communication between the staff had improved. This meant that children were cared for by a staff team who were passionate about improving their practice.

Children thrive and develop in quality spaces 4 - Good

Children experience high quality spaces

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

The service was warm and welcoming when you first come in. The use of warm lighting and natural resources helped to give the service a calm and inviting feel. Displays were meaningful, such as staff boards that identified individual members of the team. Children had areas to keep their personal belongings, their art work was displayed throughout the service and family photos were meaningfully displayed in play spaces. This gave the children the message that they mattered.

Children benefitted from environments that were clean and mostly well maintained. Risk assessments had been created and developed to support safe environments for children, families and staff. Children took part in their own risk assessing, for example checking the outdoors was safe and set up before going out to explore. We discussed how daily risk assessments could be more robust to support the staff team with identifying potential risks within the outside space, such as ensuring internal gates were locked properly and grips that reduced the risk of people slipping on wood were all in place. Staff were responsive and had put plans in place to develop risk assessing further. These additional safety measures would further help keep children and staff safe while they explored.

The use of the Care Inspectorate campaign SIMOA (Keeping children safe - look, think, act campaign) supported further safety and security measures throughout the service. For example, posters from the campaign were developed and used to remind families and visitors to ensure all gates were closed securely and high door handles in all internal doors. Further measures were in place within the service to ensure visitors were accompanied by a member of staff such as, sign in books and a buzzer system. Visitor badges were available with safeguarding procedures and identified protection officers detailed on the back. These further processes contributed to keeping children and staff safe while other individuals visited the service.

Children's information was stored safely and securely within the service. Staff had a good understanding of the need for safe handling of information. This ensured that confidentiality was maintained and promoted positive outcomes for all.

Children play and learn 4 - Good

Playing, learning and developing

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Most children were engaged in quality play and learning experiences. Children were observed to be happy and having fun while they explored their learning environments. Children's play spaces had been developed and improved. They were developmentally appropriate and provided children with opportunities to develop their curiosity and imagination. A staff member told us, "our environments have really improved and the children are thriving". Another staff member shared, "our environments are inviting and special for the children to play and learn". As a result, children were beginning to be challenged in a way that was right for them.

Children benefitted from staff that were down at their level while they played together. Staff were seen to be encouraging children to take turns and to play alongside their peers. Most staff were skilled in using effective questioning to help children develop their problem solving skills and extend their learning. We discussed with the management team to consider how this could be embedded within all staff practice. This would help staff to extend children's individual learning and develop their critical thinking skills in a meaningful way.

Language, literacy and numeracy opportunities were threaded throughout the children's environments in meaningful ways. For example, the outdoors had pictures of different birds alongside their names, different sized objects and loose parts were available for children to explore with. Mark making tools and craft areas supported children with their emerging writing skills. Some mathematical language was used as children and staff played, such as more, longer and small. As a result, children were able to develop these key skills in a way that interested them.

Planning approaches were responsive to children's interests. Planning was linked to key documents, such as Realising the Ambition - Being me. This supported the staff team in tracking learning experiences. Honest planning evaluations supported the staff team to develop activities and resources to help children extend their interests further. Floor books were used to celebrate children's learning, links with the community, staff leadership roles and showcased children and families voice. These books were displayed within rooms which helped children to revisit their experiences.

Children had regular individual observations captured and meaningful next steps were identified. Next step tracking systems were in place, however we discussed the benefits of ensuring it was clear within children's journals when they had achieved them. This would further support staff to ensure individual children were challenged in meaningful and achievable ways.

Children's health and wellbeing was supported by daily access to outdoor play experiences. Children were seen to be enjoying exploring how the cold nights had changed their play spaces. Children's pace of day should be further considered. For example, access to all areas within their playrooms and time available to explore the outdoors. Children had access to the outdoor spaces and we discussed with the management team to consider ways for staff to extend children's experiences outdoors in all weathers. On day two of the inspection, outdoor opportunities and access to all play spaces for all children had improved. Free flow access to the outdoors, where possible was offered. This impacted on children's further play and learning experiences within the indoors. Children were focused and engaged in play for longer periods of time. These experiences should continue to ensure children are empowered to make choices of how and where to play.

Children are supported to achieve 4 - Good

Nurturing care and support

We evaluated this quality indicator as good, where there were important strengths within the setting's work and some aspects which could benefit from improvement.

Children experienced warm and responsive care that fostered their wellbeing. Staff were nurturing with their interactions with children. Staff knew children well and how best to support them. For example, what toys they liked to play with or how to comfort them if they were upset. Staff warmly welcomed children into the service and offered cuddles when reading books or playing games. A parent told us, "staff are welcoming and friendly and always enquire about my child and how they are when they are at drop off". Another parent shared, "staff are always so happy and greet myself and child with a smile". As a result, positive attachments between staff, children and their families had been formed.

All children had a personal plan in place. These gathered important information, such as daily routines, medical information, children's likes and dislikes. These were reviewed with families at least every six months or sooner if changes occurred. Children's input was beginning to be gathered throughout the plans. This supported staff to understand how to best meet individual children's needs. We identified that some strategies identified within plans to support children's communication was not consistently used within staff practice, for example the use of signs and Makaton. We discussed with the management team to ensure identified strategies were consistently used to ensure children are supported to achieve.

Overall, children's mealtimes were a sociable and unhurried experience. They were empowered to be independent, through self-serving, setting up tables and clearing away their plates when finished. Staff mostly sat with children and engaged in conversations of interest to them. This was supported by a member of staff who was on task duties, which allowed other staff members to give their full attention to the children they were sitting with. Children's rights were further promoted through choice of what they would like to eat and when they were finished they could go and play again. This meant that children could eat at a pace that suited them.

Children were well supported during personal care routines. Nappy changing was carried out respectfully, children were asked if they wanted their nappy changed and their wishes were respected. As a result, children were valued and listened to.

Medication was stored appropriately and forms were in place that gathered important information from families prior to administration. Staff should be mindful of ensuring all medication is stored within the premises and when medication is used. This would ensure children's overall health and wellbeing is supported appropriately.

Families were welcomed into the service. Most families shared that they felt they were involved in the service in a meaningful way. A parent told us, "we are given questionnaires and surveys and voting stations along with being able to talk to the manager at any time to involve parents in the setting". Another parent shared, "we are always asked to provide feedback on ideas or voice any ideas we have". A variety of ways was used to engage with families, such as daily chats, newsletters, emails, phone calls and the use of digital platforms. This meant that families were valued and their preferred way of communication was offered.

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To ensure that children make progress in their learning and development, the provider should ensure that they experience high quality play experiences. This should include, but is not limited to:

- a) developing staff skills and knowledge on child development
- b) reviewing information about children's learning and development to ensure it is consistently recorded and shared with parents
- c) developing the indoor and outdoor environments to ensure they are fully resourced, interesting and motivate children to play and learn
- d) ensuring resources support curiosity, discovery and creativity.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling (HSCS 1.30);

And

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

This area for improvement was made on 19 July 2024.

This area for improvement was made on 19 July 2024.

Action taken since then

The management have supported the staff with developing their skills and knowledge of child development. Regular training opportunities and reflections take place by staff. This could be seen in practice through effective and responsive planning throughout the service where staff were taking children's interests further.

Regular observations and next steps are identified for children across the service which was beginning to support children to achieve in a way that was right for them.

Indoor and outdoor environments have been developed to ensure they are fully resourced and interesting for children. The addition of loose parts, natural and real resources sparked children's curiosity and imagination.

This area for improvement has been met

Previous area for improvement 2

To promote consistently positive experiences for all children, the provider should support the management team to effectively review the deployment of staff responsively across the day and when forward planning.

Staffing arrangements should be well-planned to ensure there is the correct mix of skills, knowledge and experience available within each playroom.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14);

And

'If I am supported and cared for by a team or more than one organisation, this is well coordinated so that I experience consistency and continuity' (HSCS 4.17).

This area for improvement was made on 6 September 2023.

This area for improvement was made on 6 September 2023.

Action taken since then

Staff deployed across the service had a mix of skills and knowledge. Staff were beginning to take lead roles and model good practice. This supported the staff with their professional development and consistent experiences for children.

Staff were mostly deployed appropriately across the service throughout the day. The service undertake regular audits to support with staff deployment decisions across the service.

This area for improvement has been met

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	4 - Good
Leadership and management of staff and resources	4 - Good
Staff skills, knowledge, values and deployment	4 - Good
Children thrive and develop in quality spaces	4 - Good
Children experience high quality spaces	4 - Good
Children play and learn	4 - Good
Playing, learning and developing	4 - Good
Children are supported to achieve	4 - Good
Nurturing care and support	4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

This report is available in other languages and formats on request.

Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iartras.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.