

# Care service inspection report

## Mavisbank School Nursery Class

### Day Care of Children

Mitchell Street

Whinhall

Airdrie

ML6 0EB

Telephone: 01236 752725

Inspected by: Aileen Quinn

Type of inspection: Unannounced

Inspection completed on: 7 June 2012



HAPPY TO TRANSLATE

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### **Service provided by:**

North Lanarkshire Council

### **Service provider number:**

SP2003000237

### **Care service number:**

CS2003016815

### **Contact details for the inspector who inspected this service:**

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

Management and staff worked closely with other support services. This meant that the child's care was coordinated and all aspects of their health and wellbeing were considered and reviewed regularly.

### What the service could do better

Feedback from evaluations carried out in the service could be improved. Where work has taken place with staff and external agencies to inform the self assessment and improvement plan, records of these discussions should be included with the documents to reflect who was involved in the process.

### What the service has done since the last inspection

The service had continued to meet the child's needs very well, updating and reviewing the care plans in place.

### Conclusion

Staff working in the service were caring and knew children well. They were well supported by management. Outcomes for the child attending were very good.

### Who did this inspection

Aileen Quinn

# 1 About the service we inspected

Before 1 April 2011 this service was registered with the Care Commission. On this date the new scrutiny body, Social Care and Social Work Improvement Scotland (SCSWIS) now known as the Care Inspectorate, took over the work of the Care Commission, including the registration of care services. This means that from 1 April 2011 this service continued its registration under the new body, the Care Inspectorate.

The service is registered as daycare for children and provides a nursery service for a maximum of 8 children aged from two years to primary school age. There is currently one child attending the nursery and sharing the room and resources with a small number of children in the infant department of the school. The service is available Monday to Friday term time between the times of 9.00am and 3.30pm. The child attending currently attends morning sessions only.

The service is provided by North Lanarkshire Council. The head teacher of the school is the named manager and the principal teacher has responsibility for the nursery within the school. Mavisbank School provides care and education for children with complex needs and the nursery is integrated with the school. Children attending have the use of additional resources within the school including the general purpose room and hydrotherapy pool.

The service aims to "provide a learning experience whereby all pupils will maximise their potential in a happy, caring, supportive environment."

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very Good**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.scswis.com](http://www.scswis.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report after an unannounced inspection that took place on Thursday 7 June 2012 between 9.00am and 5.00pm. There was one child attending the service.

As requested by us, the manager sent us a self assessment form. We sent questionnaires to the service to give to families using it, and the family of the child attending returned this to us before the inspection.

In this inspection we gathered evidence from a variety of sources including the relevant sections of policies, procedures and records including:

- observing how staff work
- evidence from the most recent self assessment
- questionnaires and evaluations of the service
- minutes from parent council meetings
- minutes from staff meetings
- care plans for the child attending
- daily diaries
- newsletters
- medication records
- staff planning records
- risk assessments
- accident records
- health and safety records
- sampled staff training and PRD (Professional Review and Development)
- monitoring procedures and quality assurance
- service improvement plan.

We spoke to a parent/carer of the child attending the service after the inspection. We also spoke to the head teacher, principal teacher, instructor, and the service physiotherapist during the inspection.

### **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firelawscotland.org](http://www.firelawscotland.org)

## **What the service has done to meet any recommendations we made at our last inspection**

No recommendations were made at the last inspection.

## **The annual return**

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** No

## **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The self assessment had been completed to a satisfactory level. Some staff had been involved in the process, with most staff contributing during meetings held to inform the assessment. The head teacher and staff had identified some areas for development which are noted in this report.

## **Taking the views of people using the care service into account**

The child present enjoyed their time at nursery. They particularly enjoyed music and movement and responded well to staff.

## **Taking carers' views into account**

One parent/carer talked to us about the service. They were very happy with it, and said "I couldn't speak highly enough" about the nursery. They said that staff provided activities to stimulate their child, and that they were "very attuned to (child's) complex needs." The parent completed our questionnaire and indicated that staff regularly assessed their child's learning and development and shared this with them. They also indicated that their child could choose from a range of activities, and that staff helped them access specialist services when necessary. The views of the parent are included in this report.

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

#### Service strengths

We found the service was performing well in the areas covered by this statement. We concluded this after speaking to the parent of the child attending, looking at evaluations of the service, sampling the diary exchange in place between home and school, newsletters and minutes of parent council meetings, observing how staff worked with the child, and talking to staff.

We spoke to the parent of the child attending the nursery. They told us that they were fully involved in all decisions made about their child. They said that the nursery helped them to coordinate meetings and agreements with other agencies involved in their child's care, for example physiotherapists. They said staff were "very attuned to (child's) complex needs" and described the diary as "great communication." The parent had completed a questionnaire for this inspection and indicated that they had been involved in developing the service. They also indicated that staff had worked with them to develop a care plan for their child. They said they were "very happy" with the nursery and that staff "are absolutely brilliant."

Staff had completed evaluations with all families using the school last year. These questionnaires asked parents/carers to evaluate the quality of communication, working with other agencies, the service including the accommodation, and asked for suggestions for improvement. The questionnaires also asked parents/carers to provide their vision for their child while they attended the service. These questionnaires were particularly good because they fully involved parents/carers in their child's care and support. Feedback from these was very positive.

We sampled the diary in place for the child attending the service. There was a very good exchange of information including medication, positioning, inter-agency comments, and activity highlights. This was very well used as a communication tool



between home and school and helped make sure the child's care plan included all information from agencies involved in their care.

Newsletters were informative and included additional information about health and wellbeing. This included community resources such as transport and activities for people with disabilities. There were also opportunities for parents/carers to become involved in national evaluations about the care available for their child. The parent council for the school was open to parents/carers in the nursery and provided them with additional opportunities to make suggestions for improvement. Minutes of council meetings sampled reflected that very good discussions took place regarding staffing, new appointments, and nutrition. Where issues were raised, support was put in place, for example training or staff deployment was arranged to better meet the needs of children. This was a very good example of staff taking into account the views of parents/carers.

The head teacher had consulted with parents/carers about setting up a parent group. They provided an informal "cafe" session where parents/carers could meet for support and discuss how the service was meeting their needs. The parent we spoke with told us that they regularly visited the service and felt comfortable doing so.

We observed staff working with children. They interacted very well with them and knew how to communicate with them to ensure they were able to make choices. For example, staff used touch, gestures and eye contact and gave children time to interpret the information and respond. This gave children very good opportunities to help make decisions about what they did while at the service.

We spoke to staff about how they made sure parents/carers and children were involved in making decisions about how care and support was provided for their child. They told us that they regularly talked to parents/carers and used the diaries to communicate each day. They talked about the "cafe" and how this helped parents/carers feel more comfortable coming into the service.

Overall, we assessed this statement as very good.

### **Areas for improvement**

Although an evaluation had been carried out last year, due to staff absence this had not been audited and feedback given to parents/carers. We discussed this with the head teacher who agreed that this should happen each time parents/carers are asked for suggestions.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

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## Statement 3

We ensure that service user's health and wellbeing needs are met.

### Service strengths

We found the service was performing well in the areas covered by this statement. We concluded this after looking at care plans, the communication diary, speaking to staff, observing how they worked with children, speaking to the physiotherapist, and talking to the parent of the child attending.

Care plans were detailed. They included "all about me" information which was completed when a child started the nursery. These were particularly good and included information about the child's family, how they communicate, their behaviour, health, personal care, mealtimes, preferences, equipment needed, and "special things about me". There were also clear protocols in place to help a child when they felt upset, for example through touch or music. This helped staff plan how they could meet the child's health and wellbeing needs. Care plans reflected all information from other agencies such as health professionals. There were clear protocols in place for seizures, and any letters from these professionals were included in the care plan. It was clear that care plans were reviewed in a meaningful way that helped staff provide appropriate care and support for the child.

Staff observations were included in the care plans. These were used to help staff set targets for a child. Staff were using the curriculum for excellence and had appropriately recorded the child's targets and achievements. A range of specialists were involved with children. These included physiotherapists, speech and language, and a nurse. These specialists were linked to the school and provided ongoing support for staff through training, as well as being fully involved in reviewing and agreeing care plans for children. Care plans were regularly reviewed and updated. The parent of the child attending told us that they were fully involved in these reviews and said that they appreciated the good communication in the service.

The diary previously mentioned was particularly good as it provided the parent with a very good record of how their child had spent their day, as well as giving them an opportunity to share how the child had spent their time at home. The nursery used story sacks and BIGmacks (a communication tool where staff/children could record a message) to share information between home and nursery. This was helping staff to keep up to date with any changes in the child's life and change the way care was provided if necessary.

We spoke to staff about how they met the needs of children. They described a "lesson template" that had been developed to help staff evaluate how well they were meeting children's needs. They said that staff gained core information about a child through good communication and informal visits. This was helping them speak to parents/carers about difficult issues in a sensitive and caring way. Staff reviewed how they planned for children's learning formally three times a year and also more

regularly throughout the year. This was monitored by the head teacher and parents/carers to make sure everyone had an opportunity to comment or make suggestions for change.

We observed how staff worked with the child. They used touch and encouraged the child to listen, always allowing time for information to process and be understood. Staff were patient and kind in the way they spoke to children and made sure that throughout their time there, they were able to access different activities. For example, children were able to use the wide range of stimulating activities sitting, standing, and on the floor. The outdoor area was accessed directly from the room and the door was open through this visit to allow fresh air into the room. Some children were taken outdoors for a period of time and enjoyed the fresh air. Where equipment was needed to support a child, the head teacher told us that this was acquired very quickly. The commitment and skills of staff, and the way they responded to the child and their needs ensured outcomes for them were very good.

We spoke to the physiotherapist working in the school. They told us that staff worked with them very well to meet the needs of children. They said that staff took on board any advice given, and would approach them for help and advice if needed. They said they had been involved in all inter-agency work (where different support agencies such as speech and language, paediatrician and health professionals work together to agree targets) and felt "very much part of the team."

We spoke to the parent of the child attending the nursery. They said "I couldn't speak highly enough" of the nursery. They said that staff "Do a fantastic job to stimulate (child)" and they felt that attending the nursery would help develop their child's learning. The parent said that staff did "very inspiring work" and they were happy to leave their child in their care.

Overall, we assessed this statement as very good.

### **Areas for improvement**

We noted that there were some activities only available in the afternoons when the child attending the nursery was not present. The head teacher advised that they monitored this and ensured that children could access all activities over the year.

We discussed personal plans and the requirement within the new legislation relating to these. The head teacher is aware that personal plans must be in place for each child which set out how the service will meet the child's health, welfare and safety needs. These need to be reviewed at least every six months. The personal plans already in place met this requirement and the head teacher agreed to ensure this was the case for any new children starting the service.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

#### Service strengths

Please see Quality Theme 1, Statement 1.

#### Areas for improvement

Please see Quality Theme 1, Statement 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 2

We make sure that the environment is safe and service users are protected.

#### Service strengths

We found the service performed well in the areas covered by this statement. We concluded this after looking at the environment and how staff and children used it, checking maintenance and safety records, checking risk assessments, and speaking to staff and the parent of the child attending.

The school was secure. There was a door entry system and during the times when children were arriving at school, the entrance was supervised. Visitors signed in to school and were escorted to the area they were visiting. Throughout the school, there were additional security measures to make sure children were safe in the building.

As there was only one child attending the nursery, the room used as the nursery was also used for younger children attending the school. This room was equipped with a range of suitable resources including hoists, special chairs, stand aids, a swing, and flooring that provided sensory experiences for children. A range of equipment was available for children's use. A changing area was sited next to this room and could be easily accessed. This was a large room that provided suitable changing areas and a handwashing area for staff. This area allowed staff to carry out personal care for children in a private and sensitive way. A large outdoor area could be accessed directly from the room. Staff were able to use this with children in wheelchairs and there were various surfaces and physical play equipment that could be used by children. Within the school there was a hydrotherapy pool and a large trampoline

for rebound therapy. All of this equipment helped staff meet the needs of children and keep them safe.

A range of records were in place to keep children safe. These included written procedures for carrying out personal care, and a good supply of disposable gloves and aprons were in place for this purpose. A record of children and staff in the building was maintained for safety purposes. Risk assessments were carried out on all equipment before being used for children. For example, children's weight and ability to move was taken into account when staff were lifting them or using a hoist. Staff were trained in the use of oxygen and in particular how to store it. They were also trained in using feeding methods, for example where a gastrostomy tube was in place. Maintenance records were in place for any repairs, and procedures in place for child protection, moving and handling, and outdoor safety.

We talked to staff about how they used the environment. Although space was limited, we found that staff made very good use of the space available indoors and outdoors.

The parent who completed our questionnaire indicated that they were happy with the environment. They indicated that the nursery was safe, secure and hygienic, and that there was enough space for their child to get involved in a range of activities. They told us that they were very happy with the service provided.

Overall, we assessed this statement as very good.

### **Areas for improvement**

The head teacher agreed to continue to monitor how well the environment is used to ensure children's needs continued to be met in a caring, welcoming and stimulating environment.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

#### Service strengths

Please see Quality Theme 1, Statement 1.

#### Areas for improvement

Please see Quality Theme 1, Statement 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of recommendations:** 0

**Number of requirements:** 0

### Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

#### Service strengths

We found the service performed well in the areas covered by this statement. We concluded this after we observed staff at work, talked to them about their support and development, looked at training records, records of support and development and minutes of staff meetings, and talked to the parent of the child attending the nursery.

Staff were caring in their approach with children. They knew the child well and communicated very well with them. Staff were qualified and had a variety of skills and experience. Health professionals and other experts working in the school provided advice and in-service training when necessary to help staff support children well. This included advice from the physiotherapist on moving and handling, and advice from the speech therapist on communication and activities. Staff had also been trained to use oxygen and to support children eating. Training was appropriate and aimed at staff working with children with complex needs. This helped staff meet the needs of children.

Staff told us they were offered support and development opportunities regularly at work. They appreciated the expert advice on site, and also attended regular in-service and external training. Staff said that support from management was very good. One staff member described the process of PRD (Professional Review and Development) as "positive, comfortable and supportive." They said that management

listened to them and that this helped them stay focused and motivated in their work. Staff were registered with the appropriate body and were aware of the training requirements to maintain this registration.

Monitoring systems in the room were very good. There was always a member of teaching staff working in the room providing good support for all staff. We saw staff create a warm and happy environment for children.

We looked at minutes of staff meetings. These reflected that all staff were part of the decision making process. Training opportunities were highlighted during these meetings, and during PRD meetings. PRD meetings identified areas for development over three years and these were reviewed regularly over that time. Recent training attended had included curriculum for excellence, quality mentoring, intensive interaction, and bereavement. We found that staff were very knowledgeable and willing to learn new skills.

The parent who completed our questionnaire indicated that they were confident that staff had the skills and experience to care for their child, and that staff would protect their child from harm. They told us that "staff are absolutely brilliant" and that the work they did was "very inspiring." The parent said that staff "do a wonderful job."

Overall, we assessed this statement as very good.

### **Areas for improvement**

The service had identified that they would further develop their monitoring and evaluating practice to ensure the quality of staffing remained very good.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0



## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

#### Service strengths

Please see Quality Theme 1, Statement 1.

#### Areas for improvement

Please see Quality Theme 1, Statement 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

#### Service strengths

We found the service performed well in the areas covered by this statement. Quality assurance systems were very good in all areas we checked. We concluded this after we looked at the various quality assurance systems for the nursery, the improvement plan, and spoke with the head teacher, staff, and the parent using the service.

The head teacher and principal teacher carried out monitoring procedures in the nursery. These included room observations and evaluating planning and lessons. A lesson template had been developed to help staff measure how effective their practice was with children. Staff said that they were finding this useful in improving practice. Staff met regularly to discuss planning and this was monitored by the head teacher. Individual children's folders were also monitored for their content and clarity of information recorded. Feedback was given to staff about any improvements that could be made as a result of these evaluations.

Staff had been involved in identifying priorities for the improvement plan. A clear report of the action taken to meet these priorities was in place and being monitored by the head teacher. This meant that the priorities identified remained a focus for improvement.

The head teacher had recently carried out a staff survey where staff had been able to respond anonymously to questions about self evaluation and management communication. The head teacher planned to use the feedback from this at the in-service day in August when staff return to work after the summer holidays. Staff told us that they were able to provide one another with constructive feedback that helped improve outcomes for children attending.

The parent of the child attending the nursery said that the nursery staff "keep me informed" and that there was "good communication." They described the nursery as "very good."

Overall, we assessed this statement as very good.

### **Areas for improvement**

Evaluations carried out had not been audited or results shared with people using the service. Some evaluations were not dated although it was clear from comments written that they had been reviewed. Evaluations of the service had not included external support or regular visitors to the service. Not all staff had been involved in completing the self assessment form for this inspection. Evaluations of the service were carried out for the whole school. This made it more difficult to track any changes made to the nursery provision as a result of feedback. We discussed these areas for improvement with the head teacher who agreed that quality assurance systems could be further developed.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

### Enforcements

We have taken no enforcement action against this care service since the last inspection.

### Additional Information

Because the service provider did not submit an annual return by the closing date of 20 February 2012, or the extended date of 12 March 2012, without a satisfactory explanation having been agreed beforehand with the Care Inspectorate, Quality Statement 4.4 was re-graded to unsatisfactory (1). This caused Quality Theme 4 to be re-graded overall as unsatisfactory. This grade has been reassessed at this inspection and the grade for Quality Statement 4.4 has been re-graded to very good (5).

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings	
24 Apr 2012	Re-grade	Care and support	Not Assessed
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	1 - Unsatisfactory
15 Dec 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
14 Jan 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	Not Assessed

## Inspection report continued

3 Mar 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 4 - Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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## Translations and alternative formats

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

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ہے بایتسرد می م وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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