

Go Kids St Margaret's Day Care of Children

St. Margarets Primary School
Salmon Inn Road
Polmont
Falkirk
FK2 0XF

Telephone: 07751365335

Type of inspection:
Unannounced

Completed on:
15 May 2024

Service provided by:
Great Oaks Kids Club (G.O. Kids)

Service provider number:
SP2003002658

Service no:
CS2003015501

About the service

Go Kids St Margaret's operates a school-aged childcare service from St. Margaret's Primary School in Polmont, Falkirk. Thirty-nine children can be cared for at any one time and the service offers a breakfast club, after school club as well as childcare during Falkirk Council school holidays. There are amenities close by such as shops, a sports centre and transport links.

Children have access to two classrooms in the school. One of these is shared with the school for music lessons and the other is mainly used by the club. There are toilets between the indoor play spaces, close to the entrance and exit of the building. Children can play in the school playground, including a multi-use games area (MUGA) and some woodland spaces.

About the inspection

This was an unannounced inspection which took place on Tuesday 15 May 2024. We attended between 07:45 and 09:45 for breakfast club and between 14:30 and 16:45 for after school club. The inspection was carried out by one inspector from the Care Inspectorate.

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 since the last inspection.

In making our evaluations of the service we:

- spent time with 36 children at breakfast club and 35 children after school
- received feedback from 11 of their family members
- spoke with five staff and the manager
- observed practice and daily life
- reviewed documents.

Key messages

- Children were happy, confident and independent in their play and learning, which was based on their interests.
- Families were happy with the care, play and learning their children experienced.
- Staff treated children with warmth, kindness and compassion, responding sensitively when they needed some support to feel safe and secure.
- Children's personal plans were mostly focussed on their needs and interests, detailing how staff would use a nurturing approach, in collaboration with children, families and other professionals.
- Children played in a mostly clean and safe setting which encouraged them to be independent and develop skills for life.
- There were plans to move children's indoor play space to another room in the school and we asked staff to fully include children and families in how this new space developed.
- Quality assurance and self-evaluation activities should be improved to ensure these consistently lead to improvement that is influenced by children and families.
- Staff should now build more trusting, working relationships to support each other in leading change using a shared set of vision, values and aims.

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?	3 - Adequate
How good is our staff team?	3 - Adequate

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 found important strengths that clearly outweighed areas for improvement in this key question. This contributed to positive outcomes for children and, therefore, we made an evaluation of **good**.

Quality indicator 1.1: Nurturing care and support

Almost all children were happy, confident and independent in their play. When they arrived, they were excited to share stories about their day with staff which showed the strong relationships they had with each other. Staff treated children with warmth, kindness and compassion while making their play experiences fun. Families were happy with the care and support their children experienced. One parent told us, "The staff have made a real effort to get to know our family and have formed a very positive relationship with my daughter. They are kind, welcoming, knowledgeable and trustworthy."

Staff discussed how to meet children's individual needs and amended their routines each day to accommodate these. For example, they carefully considered how some children may feel when they arrived after school, recognising any patterns in their behaviour. They used this knowledge to put strategies in place that helped individual children to settle more quickly, for example, taking a favourite toy to collect the child from their classroom. These measures supported children to feel safe, nurtured and loved. We asked staff to continue embedding this approach consistently so children's needs, rights and choices are fully respected and valued.

Each child had a personal plan that detailed some of their needs, which helped staff identify ways to keep them safe and healthy. Staff had developed the personal plans since the last inspection to record more information about children's interests as well as discussions with families and other professionals. This was improving the consistency and continuity of care and support children experienced. Families told us they felt included in their child's personal plan. One parent said, "The plan is child focussed. Very happy with it." Children had been involved in their personal plans because staff had spent time with them talking about their own unique achievements and successes. This was helping children to build their confidence and self-esteem. We discussed how staff could make further changes to the layout and presentation of the plans so children and families feel more included. We also encouraged the team to ensure that these are maintained over time so that their needs are met consistently.

Children enjoyed relaxed, calm and social mealtimes with staff and friends. Children were almost fully independent with helpers preparing snack and other children serving themselves from a buffet style arrangement. Children were keen to be helpers and enjoyed the responsibility of leading on this part of their day. Other children enjoyed being able to choose when they had snack so they could be with friends. They told us that they preferred having snack in small groups as it was less overwhelming. Staff were on hand to support children if they needed this and there were warm and genuine discussions between staff and children at this time. We saw children helping each other at mealtimes as well, which created an inclusive, warm and caring atmosphere. The snack options available were in line with relevant guidance. Some families and children were keen to see a better selection of food options available. We encouraged staff to work with children and families to explore more snack options that meet their health and wellbeing needs.

Quality indicator 1.3: Play and learning

Children enjoyed their play and learning and chose this confidently and independently. Families were also happy with the play opportunities that staff offered. One parent said, "The kids have access to a wide range of activities indoors and outdoors. Most importantly they get the choice to decide what they want to do as this facility shouldn't feel like school." Children also said they liked playing with friends and staff. One child told us, "I like getting to play outside, make new friends and do craft." Staff were creating links with the local community so that this would enhance children's play and learning even further. They had arranged for Police Scotland to spend time with the children so they could learn more about keeping themselves safe. There were also plans in place to visit a new park which had recently opened in the community to increase children's opportunities for active play. Children would now benefit from further trips and outings so they feel connected to their local community.

Children freely and confidently chose from a good range of play and learning experiences, both indoors and outdoors. Their play kept them active and healthy and there were also opportunities to be creative and imaginative. When children needed help to enjoy their play or make changes in line with their interests, staff responded appropriately so children felt respected and valued. When young children arrived after school, staff spent time with them, helping them know what play was available and to decide if anyone was keen to play with something in particular. This also helped young children think about how to keep themselves safe in their play. Older children were also asked to go through this routine. Most of these children were confident and independent in their play space and this time was not meeting their needs after a busy school day. We asked staff to work with children to put in place a routine for older children that fully respects their rights and choices.

Children's interests were used well to plan play that respected their interests. For example, some children had shown a particular interest in knitting and crochet and they were now planning a fundraising event to celebrate their new skills. Staff asked children about their interests as part of the personal planning process and this was being recorded. Children also shared their play experiences in a 'floorbook' with drawings and comments about their opinions. Staff could now think more carefully about how they ensure each child's interests are respected. They could also improve how children's play and learning is shared, for example, using photos in the floorbooks to help children celebrate their achievements. This would improve the ways that children lead their own play and learning.

How good is our setting?

4 - Good

We made an evaluation of **good** for this key question, where we identified strengths and some improvements would maximise children's wellbeing.

Quality indicator 2.2: Children experience high quality facilities

Children's work and achievements were openly displayed throughout the play space. Their artwork, photos and other contributions were the focus which helped them to feel valued and respected. Most play spaces were well organised which meant children could choose resources freely and independently. Most furniture was of a good quality and staff were working to replace and repair anything that was beginning to look tired and worn. There was a cosy and comfortable space for children to rest and relax. One parent commented that, "Really happy with our experience at Go Kids so far. My daughter loves it and I feel reassured that she is well looked after and safe whilst I am at work." Staff were changing the range of resources available in line with children's interests.

For example, gymnastics mats had been purchased which allowed some children to practice their skills and abilities for competitions. Some children and families wanted a better range of outdoor play resources. We encouraged staff to continue with their plans to increase natural, real-life, open-ended resources so children can be curious, creative and imaginative in their play.

The play spaces were clean and safe for children to enjoy. Staff removed any slip and trip hazards if they saw these and children were also very good at respecting each other's space. There were good systems in place to ensure that all children were accounted for at all times. Staff had implemented a range of ways to make sure they knew where children were inside and outside, creating a safe and secure environment for everyone to enjoy. Children's play resources and furniture were visibly clean. Children were encouraged to wash their hands and wipe noses to reduce the risk of the spread of infection. Children also took responsibility for cleaning their own spaces, for example, at snack time. This was helping them to develop skills for life. We asked staff to update their infection prevention and control procedures in line with recently published best practice guidance from Public Health Scotland. This will ensure they are implementing the most up to date evidence based practice in keeping children safe and healthy.

There were plans to move children's indoor play space to another room in the school premises. Discussions had begun between the school and the provider to make any necessary changes to meet children's needs. One of the benefits of the move was that children would be using better toilet facilities. We made a requirement about the toilet facilities in recent inspections. There were plans to renovate the current toilets, however, the need for this had now been reduced as a result of the planned move. The new toilets appeared to be in line with best practice to ensure children remain safe and healthy. Staff should consider how they can fully include children and families in creating a safe, inclusive, fun environment for play in their new space. They should ensure that they risk assess the room, including how they will ensure children are well supervised. We also encouraged them to refer to the Care Inspectorate document, 'Space to Grow and Thrive', which supports providers to enhance the quality of children's experiences through the design of their play spaces. This will ensure that children feel respected and included in decision making about their own care, play and learning experiences.

How good is our leadership?

3 - Adequate

We made an evaluation of **adequate** for this key question. We identified strengths that had a positive impact, however, key areas of performance need to improve.

Quality indicator 3.1: Quality assurance and improvement are led well

Staff were implementing a vision for children that respected their right to play while nurturing their needs. They had made changes to their approaches to ensure all children were respected, included and valued. Children and families were regularly asked their views and opinions which was beginning to influence the improvements which were made. One parent told us, "The kids are always asked about what they want to do, what could be improved and snacks. I am always given opportunities to give my thoughts. It's a very open service." Staff were beginning to use relevant best practice guidance to support improvements children suggested. This was improving children's care, play and learning experiences. Staff should continue to develop the range of ways they gather the views of children and families so they are empowered to influence change and improvement in a meaningful way.

Leaders had some systems in place to monitor the quality of children's experiences. Staff were being offered frequent feedback on their practice through supervisions and appraisals.

Staff also told us that the manager often spent time with children, families and staff to get a better understanding of what their experiences were like. Staff were committed to improving children's experiences and had dedicated their time to making changes that promoted positive outcomes for children. As a result, there had been significant improvements since the last inspection. Staff were still developing their understanding of quality assurance and self-evaluation activities. We also found that there were still some aspects of practice which were inconsistent. For example, not all incident forms were signed by parents and the quality of personal plans was varied. We made an area for improvement about quality assurance and self-evaluation in previous inspections. This remains in place to reflect our findings. More information can be found under 'What the service had done to meet areas for improvement made at or since the last inspection.'

We followed up on two requirements and seven areas for improvement that had been made before this inspection. We found that almost all of these had been met, with only one area for improvement not being met. This showed the team had capacity to improve. We were confident that staff would continue to change their practice to consistently promote positive outcomes for children and families. We have offered to support the provider to improve their quality assurance and self-evaluation approaches so this leads to continuous improvement, involving children and families in a meaningful way, through a shared vision for their values and aims.

How good is our staff team?

3 - Adequate

We found that improvements needed to be made by building on identified strengths to promote positive outcomes for children. Therefore, we evaluated this key question as **adequate**.

Quality indicator 4.3: Staff deployment

Staff communicated with each other regularly so they could plan how they would meet children's needs. They spent time before each session discussing the needs of any individuals who might need some support as well as planning their roles and responsibilities for the session. This helped to create a smooth and consistent routine for children and families. The senior practitioner was providing clear leadership for the team which ensured children were well supervised while also enjoying quality time with staff and friends. Children's developing independence helped to ensure that staff had time to focus on what mattered most to children. One child said, "I like the staff and they're always kind and I get to do fun stuff there and they always keep us safe." Staff also prioritised time to watch and listen to children's play so they could understand each child's unique needs, rights and choices. As a result of these observations, staff had implemented personalised routines for some children so they felt safe, secure and respected. We encouraged the team to continue developing their communication and teamwork skills so they build trust between each other to complete key tasks that promote positive outcomes for children.

Staff were committed to their learning and development, spending time at relevant training to develop their skills, knowledge and expertise. This was improving children's care, play and learning experiences. Almost all families felt connected to the staff team and appreciated their support. One parent commented, "The staff are so friendly and kind to my daughter. Plus they let her decide what she wants to do that day and that makes her feel included and happy to be given the choice." Leaders recognised that staff absence and annual leave sometimes impacted on the progress they were making towards improvement. There were opportunities for staff to be more included in evaluating children's experiences as well as leading on informed changes. We recommended that leaders consider how the deployment and levels of staffing could be changed to ensure children's experiences continuously improve. **See area for improvement one.**

Areas for improvement

1. To promote high-quality outcomes for all children, the provider should ensure the deployment and levels of staffing provide opportunities for staff to use their experience, knowledge and skills effectively. This should include, but is not limited to:

- (a) staff building positive and trusting relationships with each other as a team
- (b) staff creating and implementing a shared vision with children and families, supported by clear values and aims
- (c) staff influencing and driving improvements by using development opportunities to make informed changes.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I am confident that people are encouraged to be innovative in the way they support and care for me" (HSCS 4.25).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 1 April 2024, the provider must ensure personal plans are understood and implemented by staff. This is to promote children's holistic wellbeing.

To do this, the provider must, at a minimum, ensure:

- a) staff implement their learning about effective personal planning.

This is to comply with Regulation 4(1)(a) (Welfare of users) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that:

"My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices" (HSCS 1.15).

This requirement was made on 6 December 2023.

Action taken on previous requirement

Staff had used their learning about personal planning to develop simple personal plans that recorded important information about children's needs, rights and choices. They used these to plan how they would support children to achieve while nurturing their emotional wellbeing. As a result, most children were benefitting from individualised care and support that promoted a positive sense of holistic wellbeing.

Met - within timescales

Requirement 2

By 1 April 2024, the provider must ensure that children are able to play in a safe environment that meets their needs, rights and choices. The provider must ensure the premises are safe, clean, tidy and well-maintained.

To do this, the provider must, at a minimum, ensure:

- a) infection prevention and control measures are in line with the Health Protection Scotland document 'Infection Prevention and Control in Childcare Settings (Daycare and Childminding Settings'
- b) toilet areas are clean and risk assessed each day.

This is to comply with Regulations 4(1)(a) (Welfare of users) and 10(2)(d) (Fitness of premises) of the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

"I experience an environment that is well looked after with clean, tidy and well- maintained premises, furnishings and equipment" (HSCS 5.22).

This requirement was made on 6 December 2023.

Action taken on previous requirement

Staff were keeping the premises clean and tidy, in line with best practice guidance. We were confident that the measures in place were reducing the risk of the spread of infection. New guidance had recently been published and we asked the team to review their procedures in line with this.

The toilets children were using were still in need of repair. Plans were in place to renovate these soon. However, children's play space was being moved to another room in the school that had access to toilets which were clean, well-maintained and fit for purpose. As a result, we were confident that this would improve children's experiences. We asked staff to continue ensuring these toilets are clean and risk assessed each day.

Met - within timescales

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 keep children safe and secure, the provider should ensure all children are accounted for at all times.

This should include, but is not limited to:

- a) implementing a system to sign children in and out of the setting each day, including arrangements for indoors, outdoors and in the wider community
- b) ensuring staff identify and remove risks to children throughout the setting, across the whole day
- c) supporting staff, children and families to look, think and act to keep children safe, including consideration of safety, inspecting the environment, monitoring children, observing children and acting to keep children safe.

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

"I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities" (HSCS 3.20) and

"I am protected from harm because people are alert and respond to signs of significant deterioration in my health and wellbeing, that I may be unhappy or may be at risk of harm" (HSCS 3.21).

This is to ensure staff skills and knowledge is consistent with the Care Inspectorate practice notes, 'Keeping children safe.'

This area for improvement was made on 6 December 2023.

Action taken since then

Staff had implemented a clear system to sign children in and out from the club so they knew who was present at any given time. This included when children moved between the indoor and outdoor spaces. Staff also used walkie talkies to communicate with each other in different spaces so they were always confident they knew where children were playing.

Children had been encouraged to enjoy learning about how to keep themselves using 'Simoa the elephant', a cuddly toy used as a prop to help everyone look, think and act to keep children safe. Staff had used relevant guidance to support this learning and this was ensuring everyone understood the measures in place to ensure children were accounted for at all times.

This area for improvement has been met.

Previous area for improvement 2

To support and nurture children through their daily experience, the provider should improve staff practice and understanding of high-quality nurturing approaches to supporting children's wellbeing. This should include, but is not limited to:

- a) promoting children's confidence, independence and dignity
- b) understanding how to support children with adverse childhood experiences (ACEs)
- c) supporting children using the nurture principles
- d) implementing restorative approaches to resolving conflict between children.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that: "As a child or young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships" (HSCS 3.5).

This area for improvement was made on 6 December 2023.

Action taken since then

Children enjoyed warm, caring and nurturing care and support from staff who had a good understanding of what would improve their wellbeing. Staff used nurturing language most of the time and were working to make this consistent across all of their work. Staff understood that children's behaviour was a way for them to communicate their emotions and responded sensitively to help them feel safe and secure. The team should now ensure that this nurturing approach is maintained consistently and review their policies, procedures and other communications to ensure this is in line with their developing nurturing approach. Sufficient progress has been made in this aspect of their practice.

This area for improvement has been met.

Previous area for improvement 3

To promote children's overall health and wellbeing, the provider should offer meals and snack experiences that are relaxed, positive, social and unhurried. This should include, but is not limited to:

- a) offering nutritious food choices in line with the Scottish Government document 'Healthy Eating in Schools'
- b) fully involving children in the planning and preparation of meals and snacks, as appropriate
- c) children and staff eating together, recognising these routines as a rich opportunity to promote close attachment.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that: "I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible" (HSCS 1.35). This is to ensure that staff skills and knowledge is consistent with the Care Inspectorate practice note 'Keeping children safe: mealtime experiences in early learning and childcare'.

This area for improvement was made on 6 December 2023.

Action taken since then

Children's mealtimes were now positive, social and relaxed. Staff had developed a snack choice menu based on relevant guidance to ensure what they offered children was healthy and nutritious. They were beginning to build on the range of options with children. We encouraged staff to do this in line with the feedback we received from children and families.

Children were almost fully independent at mealtimes, preparing, serving and cleaning themselves with the support of staff, if this was needed. This also meant children were able to choose their own snacks and build positive relationships with food. Staff used this time to have genuine discussions with children, getting to know them and enjoying each other's company.

This area for improvement has been met.

Previous area for improvement 4

To fully involve children in their play and learning, the provider should improve play experiences so these support them to develop a broad range of lifelong learning skills. The provider should ensure play is fun, exciting and challenging. This should include, but is not limited to:

- a) offering an appropriate balance of planned and spontaneous play experiences
- b) building connections to the local community

c) developing child-centred, responsive planning approaches that respect children's interests and life experiences.

This is to ensure that care and support is consistent with the Health and Social Care Standards which states that: "As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials" (HSCS 1.31).

This area for improvement was made on 6 December 2023.

Action taken since then

Children and families were happy with the play and learning experiences on offer. Staff used children's interests as the basis for planning their experiences. Children were confident and independent in choosing their own play indoors and outdoors spontaneously, in line with their changing interests. Staff were beginning to build connections to the community and there were plans in place to extend this. Some child-centred approaches were developing to plan play and these were beginning to fully respect children's needs, rights and choices.

This area for improvement has been met.

Previous area for improvement 5

To take account of children's stages of development and learning, the provider should structure the indoor and outdoor environments to provide fun and exciting play. This should include, but is not limited to:

- a) providing natural resources and loose parts indoors and outdoors
- b) organising resources so children can select their own play
- c) creating a comfortable, warm and welcoming space with homely touches such as rugs, blankets and cushions.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "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 6 December 2023.

Action taken since then

Children were able to play and relax in a well resourced play space. Staff were building on the range of loose parts and open-ended resources which was helping children to be creative and imaginative. The furniture and layout of resources helped children to choose these independently and they were confident in their space. There was a warm and cosy relaxation space for children and plans were in place to create a similar area when children moved to their new room.

This area for improvement has been met.

Previous area for improvement 6

To consistently deliver high-quality care and support for children and families, the provider should ensure that quality assurance, including self-evaluation and improvement plans, are in place and lead to continuous improvement. This should include, but is not limited to, involving children and families in influencing change by reviewing the service vision, values and aims.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

This area for improvement was made on 6 December 2023.

Action taken since then

There were some quality assurance systems in place which were beginning to identify where gaps may exist in children's experiences. Children and families were asked their opinions and some of these ideas had been implemented. Staff were using the quality framework to reflect on their work individually which helped them to define next steps for their own learning.

There were still opportunities to improve quality assurance and self-evaluation activities so these are meaningful, collaborative and based on a clear set of vision, values and aims. More information has been given under key question three, 'How good is our leadership?'

This area for improvement has not been met.

Previous area for improvement 7

To promote positive outcomes for children, the provider should ensure staff communicate effectively to meet children's individual needs. This should include, but is not limited to:

- a) providing strong leadership to ensure continuity of care for children
- b) ensuring time together as a team is focussed on discussing how to meet children's individual needs
- c) promoting open and honest communication across the team, including encouraging staff to challenge each other's practice when it does not meet required standards
- d) increasing the frequency and quality of feedback to staff on their practice.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: "My care and support is consistent and stable because people work together well" (HSCS 3.19).

This area for improvement was made on 6 December 2023.

Action taken since then

Staff had improved the ways they communicated with each other to ensure children experienced continuity in their care and support. The senior practitioner spoke with staff each day to define roles and responsibilities. This included how to meet the needs of individual children who sometimes needed additional support to feel safe, secure and included. There was a more open and honest approach taken when offering feedback which had improved children's experiences and staff wellbeing. While the team were still in the early stages of a different way of working, they had made good changes to improve communication that met children's individual needs. As a result, there was a more positive atmosphere for children and families.

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

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?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

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