

Annie's Nursery Day Care of Children

1 Rannes Street
Insch
AB52 6JJ

Telephone: 01464 820517

Type of inspection: Unannounced
Inspection completed on: 10 May 2017

Service provided by:
Alford Day Care Nursery Ltd

Service provider number:
SP2014012297

Care service number:
CS2014325795

About the service

Annie's Nursery was registered with the Care Inspectorate on 21 July 2014 to care for 25 children from birth to those not yet attending primary school. It is situated in the centre of the village of Inch, close to local amenities. The service operates Monday to Friday between 7.00 am and 6.15 pm.

Annie's Nursery aims to "provide a welcoming environment where each child is valued as an individual. We will provide a safe, hygienic, happy and stimulating environment where parents/carers feel confident that their child is cared for and secure".

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

What people told us

During the inspection we found children were happy and confident. They had clearly formed good relationships with the staff. Children readily approached staff who responded in a nurturing and caring manner. Some of the older children told us what activities they enjoyed doing at the nursery.

We sent out 16 Care Standards Questionnaires and seven parents completed and returned the questionnaires to us. When asked about the overall quality of care their child received at the nursery:

- six parents indicated they were very satisfied
- one parent indicated they were satisfied.

Overall the parent questionnaires and discussions with parents indicated parents were pleased with the service provided. They particularly liked the improvements to the outdoor area and the very good access children had to that area. Parents also commented they found staff had grown in confidence and there was a more positive atmosphere in the nursery.

Comments from parents included:

"Can't fault the service we get from Annie's. The staff are very friendly, encouraging and approachable. My two kids love going there and look forward to it. There is a wide range of activities they are involved in and the staff are always coming up with new ideas for the kids. I always get feedback and discussions on the kids' development. Since the new manager started the staff are a lot happier as well. The parents are always encouraged to be involved."

"In all honestly I cannot praise the staff at Annie's enough. The development in my son in the last six months is amazing. The routine nursery have set, along with expectations for children, is great. My son is forever asking about staff, each and everyone when he isn't at nursery. I have no concerns whatsoever about the staffing/ environment of the nursery."

"The nursery has undergone significant changes and as such has greatly improved. The children are secure and engaged within their daily routines whilst having vast opportunities to express themselves in their choices of play, craft and outdoor experiences."

"I feel my child receives the best of care in a nurturing and inspiring environment. However, now that my child is three years of age I would have expected far more feedback as to how they are progressing, if they are attempting benchmarks. How do you know if your child is ready for school if no feedback is given other than what they've eaten and if they've been outside?"

"There has been vast improvement to Annie's since the change of management. We now obtain daily reports on what our daughter has been playing/learning. One area of improvement is to have a development plan for our daughter, this has not been visible for a year now. Newsletters have been excellent as it lets us know what activities/themes/learnings are occurring over the next month. Overall our daughter really enjoys Annie's, even more so the last few months."

Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plans and quality assurance processes. These demonstrated the priorities for development.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	3 - Adequate
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

Staff were caring and nurturing, interacting positively with the children. This supported children to form attachments and feel secure. Children's achievements were celebrated, which helped build children's confidence and self-esteem.

Staff knew children's needs and talked about strategies they had developed to ensure children were supported. As a result, children who required additional support were getting better support than at the previous inspection and were progressing. However, we saw these strategies were not being consistently implemented by staff, which meant children were not always getting the right support they needed to enable them to achieve their potential. Personal plans were in place providing details of some of the strategies. However, these were not recorded clearly enough to provide effective guidance for staff. **See requirement 1.**

Effective systems were not in place to ensure that the health needs of children with allergies or medication were met. The information recorded about children with allergies did not provide sufficiently detailed or clear information about the allergy to enable staff to safely manage this. The required medication for one child was not in the service. This meant the child did not have access to medication that might be required. Systems were not in place to review children's medical needs and allergies with parents to ensure it was still current. **See requirement 2.**

Some improvements had been made to the pace of the session. There was less time spent getting children ready for going outside and children were not waiting for extended periods at snack and lunchtimes. We asked the manager to continue to monitor this so that children received good quality experiences.

A recommendation had been made regarding observations and assessing children's developmental progress. The manager identified she had started to support staff with this but they were still in the early stages of meeting this recommendation. She agreed to continue supporting staff with this. **See recommendation 1.**

Staff were in the early stages of involving children in assessing and improving the quality of the service, for example through using floor books. This recommendation is restated. **See recommendation 2.**

Requirements

Number of requirements: 2

1. In order to ensure each child receives appropriate care and support and their needs are met, the provider must ensure that the additional support needs of the children are provided for. In order to achieve this they must:

- a. Develop and implement personal plans for children with additional support needs, including behavioural needs. The plans must reflect children's current needs and provide clear guidance to staff on how they will meet each child's needs.
- b. The plans must be drawn up and reviewed in consultation with parents/carers and other professionals, where appropriate.
- c. The plans must be regularly reviewed to ensure they are effective and are meeting children's needs.

This is in order to comply with:

The Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210 - regulations 4(1)(a)).

Timescale: within four weeks of receipt of this report.

2. In order to ensure children's health needs are met the provider must ensure:

- a. Clear and sufficiently detailed information to enable staff to meet children's health needs is recorded for children with allergies or requiring medication.
- b. Effective systems are implemented to ensure medication is in the service for children who require medication.
- c. Children's allergy and medical needs are reviewed with parents, in line with legislation and when there are any changes, to ensure the recorded information reflects children's current needs.

This is in order to comply with:

The Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210 - regulations 4(1)(a)).

Timescale: within one week of receipt of this report.

Recommendations

Number of recommendations: 2

1. The manager should review and improve staff practice in relation to observation, recording and assessing children's developmental progress.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children and Standard 12: Confidence in Staff

2. The manager and staff should further develop strategies which ensure that children participate in assessing and improving the overall quality of the service.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience and Standard 13: Improving the Service

Grade: 3 - adequate

Quality of environment

Findings from the inspection

Significant improvements had been made to the outdoor area since the last inspection. Children were able to choose when to play outdoors, with some children spending a considerable amount of time outdoors each day. This supported children to be healthy and active. During outdoor play, children were motivated and challenged and were being supported to achieve their potential. Children were developing a wide range of skills during outdoor play, including problem solving, communication and cooperating through the extensive range of open-ended resources.

The 0-2 room was bright and airy with a range of interesting and engaging activities. Children particularly enjoyed exploring the natural, open-ended resources and the sensory experiences. Activities in this room were based on children's current preferences. Children were interested in the activities and staff interacted appropriately to support them to progress.

Some improvements had been made to the 2-5 room. There were more open-ended resources, providing some opportunities for children to investigate. The home corner had some real life resources, such as vegetables. This supported children to develop their understanding of the world and make connections. However, the activities and resources were not sufficiently challenging to ensure all children were adequately supported to achieve their potential. Children were not sufficiently engaged or challenged in their play. There were opportunities for literacy and numeracy to be embedded in the different play areas. This would support children to develop their skills and achieve their potential. **See recommendation 1.**

Staff were in the early stages of meeting a recommendation made previously, to support children in making safe choices by involving them in risk assessing activities. This recommendation is restated and will be reviewed at a future inspection. **See recommendation 2.**

On the whole, infection control practices were good. Staff were supporting children to develop a good understanding of personal hygiene. Children were encouraged to wash their hands before eating and after

toileting. However, children's hands were not washed after water play and sometimes children's hands and faces were not cleaned after eating. This increased the risk of spreading infection. The manager agreed to monitor infection control practices.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The manager and staff should ensure the activities and experiences available in the 2-5 room are sufficiently motivating and challenging in order for children to be engaged in their play and support them to achieve their potential.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience

2. The manager with staff should continue to support children in making safe choices by involving them in risk assessing activities.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing and Standard 6: Support and Development

Grade: 4 - good

Quality of staffing

Findings from the inspection

Staff were nurturing and caring towards the children and were genuinely fond of them. They had a good knowledge of children's preferences, routines and personalities. Children had formed good attachments with staff and readily approached them for comfort and reassurance. On the whole staff spoke respectfully and we saw some staff celebrating children's achievements, which helped build self-esteem and confidence.

The keyworker system had been developed. This had resulted in improved communication between staff and parents, and given staff opportunities to be more involved in developing plans to support children.

Staff were starting to develop their skills and knowledge. They had a better understanding of the Scottish Government's Pre-Birth to Three guidance and were starting to use this to meet children's needs. However, staff were not skilled at supporting children to extend their learning by asking appropriate questions to develop their thinking. Some staff were not skilled at knowing when to stand back to allow children time to explore and investigate. As a result, staff were often not effectively interacting to support children to progress and achieve. The manager was aware these were skills that needed to be developed. **See recommendation 1.**

Most staff appeared more confident in their roles. As a result of the support provided by the manager staff in the 0-2 room had developed their skills and knowledge. We saw how this was impacting positively on children's experiences. For example, children in this room were provided with a range of interesting activities that supported them to progress and develop.

Staff were often not adequately fulfilling their roles and responsibilities. This resulted in the room being unorganised and key tasks not being appropriately completed. For example, the register was sometimes not accurately reflecting the number of children in the service. This meant in case of an emergency staff did not know how many children needed to be accounted for. Activities and experiences were not effectively organised, resulting in children having to wait and missed learning opportunities. **See recommendation 2.**

A member of staff had not been safely recruited. The member of staff was not working directly with the children, had not been left unattended and was no longer employed in the service. We advised the manager of the need to ensure all staff were safely recruited in order to safeguard children. This includes ensuring all the required checks are undertaken before staff start in employment. **See recommendation 3.**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. Staff should develop their skills and knowledge to ensure they interact effectively to support children to progress and achieve.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children

2. To provide good quality experiences staff should ensure they are accountable for the quality of their work

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children and Standard 5: Quality of Experiences

Scottish Social Services Council Codes of Practice: Social Service Workers 6

3. The service recruitment and induction procedures need to be more robust. The procedures should:

- a) include two written references for each new recruit
- b) have a more detailed recruitment policy and procedure, to include staff's induction details
- c) identify the training and development needs of staff
- d) ensure that staff are provided with the necessary training and support for the work they are to perform
- e) ensure a detailed record of staff's induction is kept.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing, Standard 12: Confidence in Staff, and Standard 14: Well-managed Service

Grade: 3 - adequate

Quality of management and leadership

Findings from the inspection

Since the last inspection a new manager had been appointed. She was providing clear leadership and direction for staff. All staff felt well supported and found the manager to be knowledgeable, approachable and helpful. The new manager had a clear vision for the service that was aspirational and had a clear focus on improving outcomes for children. She was working with staff to develop a shared understanding and support them to achieve the vision.

Effectively quality assurance systems for assessing the quality of children's experiences and staff practice had been introduced. These had identified the areas where improvements needed to be made. Appropriate development plans were in place; these provided clear direction to support staff to make the necessary improvements.

The manager had undertaken a significant amount of work with staff to support them to develop their skills and knowledge to make the required improvements. She was aware this now needed to become imbedded in their

practice before it would translate into significantly improved outcomes for children.

Some areas of quality assurance still needed to be developed. Effective systems were not yet in place to quality assure personal plans and children's health needs. We found these records did not contain sufficiently detailed information to meet children's needs. This had been delegated to staff to undertake. The manager agreed that staff needed support to develop their skills to be able to effectively quality assure these records. **See recommendation 1.**

In one of the rooms we found staff were not receiving clear direction from the room leader. The room often appeared chaotic with no clear plan in place. This resulted in missed opportunities to provide good quality learning experiences to ensure children were supported to achieve their potential. **See recommendation 2.**

Staff were not evaluating what was happening in their rooms and how they were supporting children to progress and develop. As a result, in the 2-5 room staff were not identifying what was working well, how activities could be extended based on children's interests, and how learning could be extended to support children to achieve their potential. **See recommendation 3.**

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. To ensure children's care and health needs are met effective quality assurance systems should be developed and implemented.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 6: Support and Development and Standard 14: Well-managed Service

2. To provide good quality experiences room leaders should ensure clear direction is given to staff.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 14: Well-managed Service

3. To support children to achieve their potential staff should undertake a meaningful evaluation of children's learning.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5. Quality of Experience and Standard 14: Well-managed Service

Grade: 3 - adequate

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

Previous requirements

Requirement 1

In order to ensure each child receives appropriate care and support and their needs are met, the provider must ensure that the additional support needs of the children are provided for. In order to achieve this they must:

- a. Develop and implement personal plans for children with additional support needs, including behavioural needs. The plans must reflect children's current needs and provide clear guidance to staff on how they will meet each child's needs.
- b. The plans must be drawn up and reviewed in consultation with parents/carers and other professionals, where appropriate.
- c. The plans must be regularly reviewed to ensure they are effective and are meeting children's needs.

This is in order to comply with:

The Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210 - regulations 4(1)(a)).

Timescale: within four weeks of receipt of this report.

This requirement was made on 21 November 2016.

Action taken on previous requirement

Some children were still not getting the right support to enable them to progress and develop. Staff were not consistently using appropriate strategies. The personal plans did not contain sufficiently detailed information to effectively support staff to implement the strategies.

Not met

Requirement 2

In order to improve the outcomes for children the provider must ensure an effective quality assurance systems is developed and implemented in the nursery.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 3.

Timescale: to start within three weeks of receipt of this report and to be fully implemented within three months of receipt of this report.

This requirement was made on 21 November 2016.

Action taken on previous requirement

Effective quality assurance systems had been implemented for assessing the quality of children's experiences and staff practice. Appropriate areas for improvement were identified and staff were receiving support to make the required improvements. Quality assurance systems needed to be developed further to ensure children's personal plans were effectively supporting staff to meet children's needs. Effective systems also needed to be introduced for ensuring medication records contained all the necessary information to enable staff to safely manage medication. We have made a recommendation.

Met - within timescales

Requirement 3

In order to provide high quality experiences and good outcomes for children the provider must appoint a manager to effectively manage and lead the service. The manager must have the skills, knowledge and experiences necessary to make the required improvements to the service, lead staff effectively and ensure children attending the service receive good outcomes.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 7(2)(c).

Timescale: within three months of receipt of this report.

This requirement was made on 21 November 2016.

Action taken on previous requirement

A new manager had been appointed who demonstrated she had the skills, knowledge and experience to make the required improvements and effectively lead and manage staff. She had a clear vision for the service and had effectively communicated this with staff. The manager had a sound knowledge and understanding of best practice and legislation and provided clear direction and guidance to support staff to implement this in the service. She had introduced effective quality assurance systems to support her to identify improvements and how to address these in relation to the quality of children's experiences and staff practice. High standards had been set that all staff were expected to adhere to.

Met - within timescales

Requirement 4

An effective improvement plan must be developed and implement to support the service to improve the outcomes for children.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 3.

Timescale: to start within three weeks of receipt of this report and to be fully implemented within three months of receipt of this report.

This requirement was made on 21 November 2016.

Action taken on previous requirement

Improvement plans had been developed and implemented that had a positive impact on the quality of children's experiences. The service was still working toward implementing many areas of the improvement plan to further improve the quality of experiences and outcomes for children.

Met - within timescales

Requirement 5

In order to ensure staff have the necessary skills and knowledge to improve the outcomes for children, the provider must:

- a. undertake a full training needs analysis for each member of staff
- b. support staff to access training and development opportunities to develop their skills and knowledge and make improvements to the outcomes for children.

This is in order to comply with:

Scottish Statutory Instrument 2011/210 Regulation 9(2)(b) and Regulation 15(b)(i).

Timescale: a to be completed within one month of receipt of this report. B to start within six weeks of receipt of this report.

This requirement was made on 21 November 2016.

Action taken on previous requirement

The manager demonstrated a very good understanding of each member of staff's develop needs. She had clear plans in place to ensure each member of staff received the support they required to make the necessary improvements.

Met - within timescales

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

Previous recommendations

Recommendation 1

In order to ensure children are motivated and engaged in their play and learning the pace of the session should be reviewed.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

Improvements had been made to the pace of the session. There was less wasted time when children were getting ready to go outside and when they were waiting for snacks and lunch. The manager agreed to continue to monitor this so as children received good quality experiences.

Recommendation 2

The manager should review and improve staff practice in relation to observation, recording and assessing children's developmental progress.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children and Standard 12: Confidence in Staff

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

This recommendation was in the early stages of being progressed. The manager was aware staff still needed considerable support in this area and had planned to continue supporting staff with this. This recommendation is restated.

Recommendation 3

The manager and staff should further develop strategies which ensure that children participate in assessing and improving the overall quality of the service.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience and Standard 13: Improving the Service

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

Staff were in the early stages of progressing this recommendation. This recommendation is restated.

Recommendation 4

The manager and staff should ensure the activities and experiences available in the 2-5 room are sufficiently motivating and challenging in order for children to be engaged in their play and support them to achieve their potential.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 5: Quality of Experience

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

Some progress had been made towards meeting this recommendation. However, activities and experiences were not sufficiently challenging. There were also limited opportunities for children to develop their learning in literacy and numeracy. Further information can be found under Quality of Environment. This recommendation is restated.

Recommendation 5

The manager and staff should continue to support children in making safe choices by involving them in risk assessing activities.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing and Standard 6: Support and Development

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

Staff were in the early stages of meeting a recommendation made previously to support children in making safe choices by involving them in risk assessing activities. This recommendation is restated.

Recommendation 6

Staff should be supported to develop their knowledge and understanding of Pre-Birth to Three to ensure children receive good quality care and support and high quality interactions.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children and Standard 5: Quality of Experience

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

We found staff had developed their knowledge of Pre-Birth to Three and were starting to use this in their practice. The manager was aware of the need to ensure staff continued to be fully supported with this.

Recommendation 7

Staff, with support from the manager, should ensure the learning from training and development opportunities is used to inform and develop their practice and improve outcomes for children.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 12: Confidence in Staff

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

This recommendation had been met. The manager was supporting staff to implement their learning from training and development opportunities. This had resulted to some improvements in the quality of children's experiences.

Recommendation 8

The keyworker systems should be developed to ensure it is effective at supporting staff to meet children's needs.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 4: Engaging with Children and Standard 6: Support and Development

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

This recommendation had been met. The keyworker system had been developed. Staff were now involved in communicating with the parents of their key children and were also involved in developing plans to support children. This had resulted in some improvements to how children's needs were met.

Recommendation 9

The service recruitment and induction procedures need to be more robust. The procedures should:

- a) include two written references for each new recruit
- b) have a more detailed recruitment policy and procedure, to include staff's induction details
- c) identify the training and development needs of staff
- d) ensure that staff are provided with the necessary training and support for the work they are to perform
- e) ensure a detailed record of staff's induction is kept.

National Care Standards for Early Education and Childcare up to the age of 16 - Standard 3: Health and Wellbeing, Standard 12: Confidence in Staff, and Standard 14: Well-managed Service

This recommendation was made on 25 October 2016.

Action taken on previous recommendation

This recommendation had not been met. A member of staff had been recruited without the required checks. The member of staff did not work directly with children, had not had unsupervised access to children and was no longer employed by the service. No other new staff had been recruited for us to assess the induction procedures. Therefore this recommendation is restated.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
27 Oct 2016	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 2 - Weak
30 Aug 2016	Unannounced	Care and support 2 - Weak

Date	Type	Gradings	
		Environment	2 - Weak
		Staffing	2 - Weak
		Management and leadership	1 - Unsatisfactory
21 Apr 2016	Unannounced	Care and support	3 - Adequate
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
22 Apr 2015	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	3 - Adequate
		Management and leadership	3 - Adequate

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