

Care service inspection report

The Compass School

Day Care of Children

West Road

Haddington

EH41 3RD

Telephone: 01620 822642

Inspected by: Isobel Reilly

Type of inspection: Unannounced

Inspection completed on: 7 February 2013



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Service provided by:

The Compass School Board of Governors

Service provider number:

SP2003003572

Care service number:

CS2003016994

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	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	6	Excellent
Quality of Management and Leadership	6	Excellent

What the service does well

The children in Form 1 were cared for by skilled and experienced staff who understood their needs and interests. The environment was well maintained and structured to promote play and learning activities. Children were active participants in their own learning and we could see that their interests were reflected in the activities available to them. The school had developed a range of ways of supporting parents to express their views on the service provided and to influence its future development.

What the service could do better

The service should continue to look for ways to develop their existing excellent practice.

What the service has done since the last inspection

Since the last inspection has taken place the service has continued to develop the experiences available to the children through investment in resources and in staff training. A new teacher has been appointed to Form 1 complementing the existing very experienced team.

Conclusion

We found that Form 1 of The Compass School provided a dynamic learning environment for children which supported them as individuals. Families were welcomed into the school where their views were sought and valued.

Who did this inspection

Isobel Reilly

1 About the service we inspected

The Care Inspectorate (CI) regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to do more to improve, we may make a recommendation or requirement.

A recommendation is a statement that sets out actions the care service provider should take in order to improve or develop the quality of the service based on best practice or the National Care Standards.

A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Form 1 of the Compass School is based within The Compass School in Haddington, East Lothian. Form 1 is registered to care for a maximum of 20 children aged between 3 years and entry into primary school and is open from 8.00am - 6.15pm Monday to Friday during term time.

Form 1 Comprises of:

- A classroom

- An enclosed outdoor play area

- An entrance hallway that provides space for displaying children's work, information about the wider school and information for parents

Children in Form 1 also use:

- The wider school grounds

- The games hall

- The library

- The dining room

- The assembly hall

The music room

The General Purpose (GP) room

Form 1 is in partnership with the local Authority East Lothian Council in delivering pre school education.

The Head Teacher is responsible for the overall management of Form 1. Day to day running of the service is delegated to the Form 1 teacher and support staff.

On the day of the inspection 15 children were being cared for by three staff.

The Aims and Objectives of Form 1 include the following

"Our aim is to make this school a happy and secure learning environment in which our pupils will acquire the skills and knowledge necessary for developing their individual potential.

We value your involvement in your child's education. You are welcome to visit the school and discuss any concerns you may have. We aim to keep you informed on school issues and appreciate your comments on these."

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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.careinspectorate.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 inspection following an unannounced visit to the service on Wednesday, 30 January 2013. The inspection was carried out by Care Inspectorate Inspector, Isobel Reilly. We concluded the inspection and gave feedback to the service on Thursday, 7 February 2013.

As requested by us the provider sent us an electronic annual return and self assessment form.

Before the inspection took place we sent 15 Care Standards Questionnaires to the service for distribution to families using the service. Nine of these were returned to us before the inspection took place.

In this inspection we gathered evidence from various sources including the relevant sections of policies, procedures, records and other documentation, including:

- The Certificate of Registration
- Public Liability Insurance
- Observation of the interaction between staff and children
- Observation of the parts of the school used by Form 1
- Children's Folders
- Completed Care Standards Questionnaires
- Newsletters and other communications to families
- Risk Assessments
- Fire Emergency Procedures
- Child Protection Policy
- Equal Opportunities Policy
- Aims and Objectives
- Safer Recruitment systems
- Form 1 plans for children's experiences

We spoke with:

- The Head Teacher
- The Form 1 teacher

Staff present during the inspection

The Bursar

Some of the children

Some parents using the service

We checked that the resources available to the children indoors and outdoors were safe.

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

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

The service had taken appropriate action to meet the recommendations made in the previous report.

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: Yes - Electronic

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.

Before the inspection took place the service submitted a detailed self assessment document. We were satisfied with the content of the self assessment which contained information about what the service did well and identified some areas for future development.

Taking the views of people using the care service into account

During the inspection we chatted with several of the children present. We found that the children were confident and busy with their chosen activities. Some of the children talked to us about their folders and others about the things they enjoyed most. These included going to assembly, swimming, meeting their friends and playing outside.

Taking carers' views into account

Before the inspection took place we sent fifteen Care Standards Questionnaires to the service for distribution to families using the service. Nine of these were returned. All nine told us they strongly agreed with the statement "Overall I am happy with the quality of care my child receives in this service." The following representative comments were made:

"We are delighted with the quality of the teaching and care provided in Form 1. The range of activities covered is exceptional, French, judo, cooking, swimming to name but a few. Our child is confident and happy to engage with their teachers and class mates. The teachers help the children to grow in confidence and are wonderful at taking an interest in each individuals stories and experiences.

We love the family and protective feel of the school. Everyone knows everyone else and the children play together from Form 1 to Form 8. Our child is confident and talks happily to all of the staff including Mr Becher. Mr Becher sent our child a personal get well card during a period of illness and has a regular time slot where he reads to the class or plays with individuals and groups.

Staff have a keen interest in our child and adjust the learning activities in accordance with their needs and progress. They share their thoughts and concerns with us. We all feel very much involved with the school both as parents and socially. There is always something going on and there are lots of opportunities to get involved. We are absolutely delighted with The Compass School and our child is loving their time there."

We also received confidential information from a family praising the school for the exceptional level of support and advice they had received in relation to their child.

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: 6 - Excellent

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 that Form 1 of The Compass School provided excellent evidence of how they met the areas covered by this Quality Statement. We concluded this after we:

- Spoke with the management team and staff
- Spoke with some children
- Spoke with some parents
- Read policies and procedures
- Looked at feedback to our Questionnaires
- Looked at feedback to the services own questionnaires
- Observed the quality of the interaction between staff and children

The service was committed to working in partnership with families and to keeping them informed about events within Form 1. We looked at policies and procedures, observed staff practice and read communications with families. We could see that staff had developed open and trusting relationships with parents and with children.

We looked at the clear written information given to families telling them about the service. We could see that the school welcomed and valued the input of parents in the education, care and wellbeing of their children.

Parents were encouraged to participate in the life of the school. They could do this in a number of ways, for example by joining The Compass Parent's Initiative group which gave them the opportunity to meet with staff, school governors and other parents to discuss issues and ideas relevant to the development of the service. The Compass School Foundation group also met regularly. One of the purposes of the

foundation was to work together to look at ways to continually develop the school building, grounds and resources. Parents were also welcomed into Form 1 as volunteers to share specific skills or to offer general support to children. This gave parents the opportunity to see staff practice. It also allowed the children to benefit from a range of input and we were given several examples of shared skills and experiences including the bathing of a new baby and the playing of musical instruments.

Information sharing evenings were held twice a year. This gave parents the opportunity to discuss their child's progress and development and to find out more about how staff in Form 1 planned activities and experiences in order to make sure that all of the children were given the opportunity to take part in experiences that met their needs and interests.

Children's personal Learning Stories were in place. We sampled some of these and found that they were well maintained and provided a record of progress and development. Next steps were identified and we could see that they had been followed through.

Excellent systems were in place to support children with the transition into Form 2. They included taking part in events including assembly, visiting Form 2 in preparation for moving on, a buddy system to support children during outdoor play breaks and paired reading with children further up the school.

We saw evidence that the school had effective systems in place to ensure that children with additional support needs received the care and support they needed. This including working closely with support staff in the school and referral to appropriate professionals. Where this had happened we could see that parents were fully involved in the process through attendance at meetings and reviews.

We could see that staff had worked hard to make sure that families were well informed about events in Form 1. This included photographs of children taking part in activities, use of news letters, a calendar of events in the school, well presented and maintained notice boards, letters for specific events, and information about relevant events in the community.

A whole school questionnaire had been issued, the results of the questionnaire were collated and distributed to families. This included an action plan for the future and points that had resulted in immediate action.

We could see from the high quality of the interaction between staff and children that children thoughts and ideas were sought and valued. Children were given opportunities which encouraged them to express themselves and to contribute to their learning. They included meeting representatives of the Pupil Council, taking part in daily circle time, using talking and thinking floor books and topic webs to think

about what they wanted to learn about and getting involved in the layout of the classroom and the outdoor area. All of this helped to develop children's confidence and make them feel that their ideas were valued. We could see that this resulted in happy, secure children who enjoyed the opportunities for learning that they helped to create.

The School's development plan was available to parents as a paper copy or through the website. It was also displayed in the entrance where it could be seen by families.

Parents who completed our questionnaires told us that:

Overall they were happy with the quality of care their child received in the service. They received clear information about the service before their child started. They were kept informed of what was happening in the service through, for example, notice boards and newsletters.

Areas for improvement

Staff shared several ideas on how they planned to develop participation. They included innovative use of new technology to increase parent's access to the learning opportunities available to their children and the Form 1 Blog due to be launched after the February break.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found that the service provided excellent evidence in support of the areas looked at in this Quality Statement. We concluded this after we:

- Spoke with the Head Teacher and Staff
- Spoke with some children
- Spoke with some parents
- Read policies
- Observed the daily routine
- Observed staff working with children

We found that staff were familiar with the Public Services Reform Act. During the inspection we asked them to describe the needs and interests of some of the children attending Form 1. We found they were confident in doing this. The information they gave us tied up with written information in children's folders.

We could see that staff were skilled in listening and talking to children. We could see that they knew when to intervene and when to step back. They were skilled in using questions to help children to think things through and to problem solve. This meant that children were learning skills for life.

The school employed a support for learning teacher. They worked with staff to ensure that where the need for external support from relevant professionals was required this was done quickly and with the inclusion of parents.

The school was committed to supporting children to enjoy physical play and to learn about the importance of nutrition, exercise and caring for their bodies. All of the children in Form 1 took part in weekly lessons in swimming and judo. In addition they had daily opportunities to play outdoors either in the enclosed play area or in the wider school grounds. There were also weekly opportunities to take part in gym class, and music and movement sessions.

Staff supported and encouraged children to adopt good hygiene through hand washing and toothbrushing and through project work.

Snack and meal times were used as an opportunity for the children to come together socially and this was supported by staff. Families supplied their own morning snack and the service provided lunch.

The school employed a qualified cook and trained kitchen staff to provide children with a substantial two course lunch which was supplemented by foods including, salad, cheese, and fruit. The cook provided a menu for children and for parents, the menu was displayed in Form 1 and on the school website. The menu took account of the Nutritional Guidance Document. We could see that the children enjoyed lunch time and were well supported by staff who encouraged conversation among the children.

Children were encouraged to take part in tasks around the nursery, for example in tidying up and we could see that they enjoyed the responsibility for this.

The children attending Form 1 did not routinely require to sleep and staff were aware that space in the playroom was limited however if they wanted to rest or have quiet time they could choose to sit in the story area.

Staff were trained in First Aid and Food Hygiene. We could see that procedures were in place to allow for safe administration of medicines and for the recording of accidents and incidents.

We found that staff worked well as a team, the recently appointed teacher complemented the skills held by the existing long term staff. Together they created a

safe and nurturing environment which allowed children to develop and grow as confident individuals.

Areas for improvement

Staff should continue to look for new opportunities to develop the existing excellent service.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The information contained in Quality Statement 1.1 applies to this Quality Statement.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice.

Grade awarded for this statement: 6 - Excellent

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 that the service provided excellent evidence of how they met the areas covered by this Quality Statement. We concluded this after we:

- Spoke with the Head Teacher and staff
- Observed staff practice
- Checked the environment and resources
- Read policies and procedures

Form 1 could be accessed by children and adults with additional support needs. A secure entry system was in place and visitors to the school had to sign in at the reception area before being taken to the area they were visiting.

The entrance area was large bright and attractively presented with information about Form 1 and about achievements and events in the wider school

We looked around all of the parts of the service used by children in Form 1 and found

that they were bright clean and well maintained. Toilet areas were clean and well stocked with soap tissues and paper towels. Cleaners were employed to make sure that the environment remained suitable for the use of children.

Children had access to their own enclosed play area. Staff checked the area before children went out to play and risk assessments were in place. Daily and weekly risk assessments were in place and these were overseen by the school Bursar who took responsibility for checking all areas of the school and ensuring they were safe.

The Bursar was responsible for making sure that repairs were logged and dealt with as quickly as possible. Staff confirmed that the system worked well. The Bursar made reports available to the senior management team of the school on a regular basis.

The Bursar was also responsible for ensuring that all of the fire safety precautions were in place and were checked regularly through a local private company.

We could see that the resources, toys and equipment in place were suitable in terms of meeting the needs of the children. As well as their own class room and outdoor play area children had access to the resources of the wider school. They included the library, the sports hall and playing fields.

Resources in the class room were well organised, topic boxes were clearly labelled, this helped staff to access toys to respond quickly and respond to the immediate interests of children.

Since the last inspection had taken place we could see that the classroom had been reorganised. The reorganisation meant that children had more space to move around freely between activities and were able to choose more of the toys and activities for themselves without the help of staff.

Children's art and craft work was displayed throughout the room. We could see that the activities followed the children's interests and reflected staff plans. For example a bird watching area had been set up and some children were involved in making bird feeders.

Accidents and incidents were recorded appropriately. All staff were trained in Child Protection, they were aware of the systems in place that they should follow in the event of concerns.

The kitchen where children's food was prepared was clean and protocols were followed including regular temperature checks on the fridge and on food being serviced.

Parents who returned our questionnaires told us that they were satisfied that the service was safe, secure hygienic smoke free, pleasant and stimulating. There was

enough space for children to play and get involved in activities .The service has a suitable range of equipment toys and materials for the children. They were confident that staff would protect their children from harm.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service strengths

The information contained in Quality Statement 1.1 applies to this Quality Statement.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice.

Grade awarded for this statement: 6 - Excellent

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 that Form 1 had excellent standards in relation to the areas covered by this Quality Statement

We concluded this after we:

Saw staff training records and qualifications

Spoke to the Head teacher and staff

Checked registrations with the Scottish Social Services Council SSSC

Looked at training opportunities

The Bursar talked us through the induction programme for new staff and students.

We talked to the recently appointed Form 1 teacher who confirmed that the induction she had taken part in had been thorough and had prepared her for the work she was expected to do in the school

The teacher was registered with the GTC and other staff were registered with the SSSC

A record of staff training was in place. Staff told us they felt the training opportunities available to them were very good they and met their learning and development needs. Recent training included The Motivated School, Emotional Literacy, Movement and Balance, Nature Nurture and Interactive whiteboard training. Staff had also been able to visit another independent school and felt they had benefited from an exchange of ideas.

The Form 1 teacher is taking part in Froebel training which was being supported by the School

Staff told us they were given good opportunities for planning and met weekly.

A safer recruitment policy was in place which ensured that the necessary checks and references were in place before staff started to work in the service.

Staff told us they felt that the Head Teacher recognised their skills and gave them ownership of the work they did in Form 1. Form 1 staff were integrated into the whole school and attended training and whole school staff meetings. Our observations of staff at work was that they were professional and motivated and felt valued by the service for the work they did.

The Head Teacher had a strong commitment to Form 1, its integration into the school and the development of staff. He had a commitment to spend time in Form 1 on a weekly basis working with groups of children. This had the benefit of ensuring that he had a clear idea of the strengths of the staff team and was able to identify and support learning and development needs and opportunities.

The Head Teacher took part in an annual appraisal of staff's work which they were expected to contribute to and which focused on professional development of them and of the service.

Some of the parents who returned our questionnaires commented on how pleased they were that the Head Teacher was so committed to Form 1 and how he knew their children individually.

Parents who returned our questionnaires told us that:
They were confident that staff had the skills and experience to care for their children and support their learning and development;
They were confident that there were always enough staff to provide good quality care,

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

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

The information contained in Quality Statement 1.1 applies to this Quality Statement.

Areas for improvement

The service should continue to look for ways to develop their existing excellent practice in relation to this Quality Statement.

Grade awarded for this statement: 6 - Excellent

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 that the service provided excellent evidence of how they met the areas covered by this Quality Statement.

We concluded this after we looked at:

Audit systems

Looked at Key Documents

Spoke to the Head teacher and staff

A Statement of Aims and Objectives was in place and could be seen by parents and other visitors to the service.

The Form One Development Plan was also available to parents and visitors, priorities were clearly identified along with criteria for success, implementation strategies and review dates.

Quality Assurance Audits were carried out regularly by the Head Teacher and by the Bursar.

The Standards and Quality Improvement Plan was available to families and visitors.

The Head teacher spent time in the service, they were able to observe staff practice and offer guidance where needed.

Regular reviews of care plans meant that staff and parents worked together to ensure that children's changing needs were met.

The Advice and Conciliation service told parents how the service would work with them to resolve any concerns. The service also told parents what they could do if their concerns could not be resolved in the service.

The manager understood the system for reporting anything significant about the service to the Care Inspectorate. They also understood their role as employer in contacting the SSSC where this was required.

Regular staff meetings helped to make sure that communication was effective and that children's needs were met.

We found that the head teacher provided staff with clear and effective leadership and that all of the staff shared the common goal of working together in order to provide a high quality experience for the children in Form I .

Areas for improvement

The service should continue to look for ways to develop the existing excellent practice in relation to this quality statement.

Grade awarded for this statement: 6 - Excellent

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

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

Quality of Care and Support - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Environment - 6 - Excellent	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
Quality of Staffing - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
Quality of Management and Leadership - 6 - Excellent	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

6 Inspection and grading history

Date	Type	Gradings
10 Mar 2010	Unannounced	Care and support 4 - Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very 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 cànanan eile ma nithear iarrrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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

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本出版品有其他格式和其他語言備索。

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