

## Care service inspection report

# Eastfield Primary School Nursery Class

## Day Care of Children

23 Cairntoul Court  
Cumbernauld  
Glasgow  
G68 9JR

Type of inspection: Unannounced

Inspection completed on: 19 January 2015



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### **Service provided by:**

North Lanarkshire Council

### **Service provider number:**

SP2003000237

### **Care service number:**

CS2008173782

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## Summary

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

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

### We gave the service these grades

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

### What the service does well

The nursery provides an environment where children are relaxed and settled. A varied range of stimulating play and learning opportunities is provided. Children have formed positive relationships with staff. Families are consulted regularly about developments within the nursery and their views and ideas are valued by the service. The nursery environment is clean, well maintained and safe for children. A wide range of suitable resources and materials is available.

There is a strong staff team which is well supported by the head teacher and deputy head teacher. Regular and effective monitoring ensures that the service continues to improve.

### What the service could do better

The service should implement the areas for development they had identified for improvement, including encouraging more comments from parents in children's profiles and further opportunities for discussion between staff and parents. They should also review those areas discussed during the inspection process, such as improvements to medication procedures.

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

Since the previous inspection, there have been some changes to the staff team, including a new head teacher and deputy head teacher. Staff have undertaken a range of training and development opportunities which have been of benefit to them and to the service.

Written policies and procedures have continued to be reviewed and updated to reflect current good practice.

There were no requirements or recommendations made at the previous inspection.

### **Conclusion**

The service is performing to a high standard. The head teacher and staff know the children and their families well and provide a service that meets their needs. Children are happy and settled in the service. The staff team is committed and hard working. Staff have been involved in assessing the quality of the service and contributing to the improvement plan. Parents have indicated that they are very happy with the level of care provided for their children.

# 1 About the service we inspected

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

The service is registered to provide sessional daycare to a maximum of 40 children aged 3 to those not yet attending primary school. The service operates 5 days a week during term time.

The service is provided from Eastfield Primary School, Cumbernauld, North Lanarkshire and comprises of one playroom, cloakroom, kitchen, laundry and toilet facilities. Outdoor facilities are also available. Overall responsibility lies with the head teacher, with delegated responsibility lying with the depute head teacher. The nursery is staffed with a nursery teacher, a senior early years worker and early years workers. The nursery complies with all North Lanarkshire Council's policies and procedures and has adapted and developed these to reflect their practice.

The service aims to provide:

"A safe, secure, stimulating environment for both children and adults".

The full statement of the aims and objectives of the service is available to people who use the service.

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

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

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

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

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

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 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

This report was written following an unannounced inspection. Two visits were made to the service, on 14 and 19 January 2014.

As requested by us, the service sent us an annual return. The service also sent us a self-assessment form.

We issued twenty-five care standards questionnaires to the service to distribute to parents and carers. Eleven completed questionnaires were returned following the inspection.

In this inspection, we gathered information from various sources, including the relevant sections of policies, procedures and records. Some of these are detailed below.

- certificate of registration
- certificate of insurance
- partnership with parents policy
- parental questionnaires
- enrolment forms
- information recorded about children
- children's personal plans
- children's folders
- staff meeting records
- staff appraisal records
- staff training records
- service improvement plan
- monitoring procedures

As part of the inspection, we spoke to the head teacher, deputy head teacher, and nursery staff. We also spoke informally to children attending the nursery. We spoke to four parents and carers during our visit and asked them for their views of the service. We looked at the areas used by the service and examined some of the equipment and resources.

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

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

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

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

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

### **Fire safety issues**

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

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

There were no recommendations made at the previous inspection.

## **The annual return**

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

**Annual Return Received:** 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.

Every year, all services complete a 'self- assessment', telling us how they feel their service is performing. We check to make sure this is accurate.

The nursery sent us a fully completed self- assessment form which gave information about how the service was performing. We reviewed this form as part of the inspection process, and found that it reflected the practice we observed during our visits.

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

We found children to be relaxed and settled in the nursery environment and keen to take part in a wide variety of activities. They were regularly consulted by staff and were happy to share their views about what they enjoyed most about nursery.

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

Eleven parents and carers returned our care standards questionnaires and we also spoke to four parents during our visits. Parents were generally happy with the service and some of their comments are recorded throughout this report. Although we noted that children were routinely consulted through discussion and floor books, three parents were unaware of this. The service has agreed to ensure that parents continue to be informed of how the nursery consults with children. Three parents felt that the new layout of the nursery and the opening times left less opportunity for daily informal feedback. The service had recognised this and was already working on ways in which this could be approved. Two parents told us that they preferred the new layout as it was safer and more attractive to children. Two parents also felt that children's profile records and photographs were now more meaningful and easy to follow.

## 3 The inspection

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

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

Grade awarded for this theme: 5 - Very Good

#### Statement 1

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

#### Service strengths

We found the service to have a very good performance in relation to the areas covered by this quality statement, and have awarded a grade of 5.

We awarded this grade after we had spoken to the head teacher, deputy head teacher and staff, observed children's play and learning experiences, and reviewed policies, procedures, questionnaires and other relevant documents.

Parents and children had been consulted in a variety of ways, and were provided with a range of information. Detailed below is some of the information we looked at, and some of the procedures we observed:

- questionnaires for parents and children
- a comments and suggestions box
- a notice board that provided information and sought information and comments from families
- newsletters that contained useful information and sought feedback
- children's ideas and suggestions recorded in floor books
- children's profiles and comments sheets
- information relating to parents' involvement in the playroom
- information from parents' meetings
- nursery website
- open learning afternoons
- involvement of children at 'circle time'
- questionnaires relating to the proposed contents of the nursery improvement plan
- requests for parents and carers to detail two things they liked about the nursery and one area they felt could be improved

There was a range of opportunities available to parents and carers to participate in assessing and improving the quality of care and support within the service. Staff recognised the importance of involving parents in their children's learning and in sharing information about what children were doing in nursery. A number of curricular evenings had been arranged to help families understand how children learn, and opportunities were offered to allow parents and carers the opportunity to discuss the development of the nursery and the way in which it met children's care and development needs. For example, parents and carers were consulted about what should be included in the nursery improvement plan. Regular newsletters were issued, with feedback invited on all topics.

Children's folders were made available to parents who were encouraged to access them and to comment on their content. Although some parents had taken advantage of this opportunity, some parents told us that they would be unlikely to review children's profiles outside arranged parents' evenings due to the short time available to pick up their children, and the layout of the foyer and playroom. The service had recognised the need to encourage more parents to look at children's profiles and were consulting with parents on how best this could be achieved.

The nursery foyer contained a variety of useful leaflets and information. A suggestion box offered an additional opportunity for parents and carers to offer ideas and suggestions for further improvement. A staff member was on hand to greet those dropping off and collecting children, allowing some feedback to be given, although some parents felt that the new nursery operating times left less opportunity for informal daily feedback. Again, this had been recognised by the service and was being reviewed.

Very good use was made of children's floor books, and their ideas and suggestions were welcomed during 'circle time' and 'together time'. Children were confident about offering ideas, indicating that they felt supported and valued. Children had been consulted about a variety of topics, including helping to choose equipment, making suggestions about the layout of the playroom, and planning snack menus.

Children's floor books consultation on a variety of topics. Children's ideas were recorded, and the books reflected the learning that had been undertaken. At the end of the topic, it was clear how children's knowledge of specific subjects had increased. Throughout our visits, we saw children being offered opportunities to explore their environment and to choose what they wanted to learn. From our observations, it was clear that staff knew the children well. They encouraged quieter children to express their views, and ensured that each child had opportunities to take part in a full range of activities. The consultation that took place in relation to the care and support of children resulted in children feeling confident that their contributions would be valued.

Some comments from parents who completed our care standards questionnaires included:

"The nursery always appears to have a happy, energetic atmosphere. My son is always enthusiastic about attending and is always welcomed by staff".

"There is feedback through newsletters and white board, although I feel there is a lack of feedback at collection time, which I know with the large number of children it's hard to talk to everyone, but a little feedback would be appreciated".

"Eastfield Nursery Class is a warm, inviting and welcoming nursery environment with excellent staff who work very hard to ensure children are happy, having fun, and learning, in equal measure".

### **Areas for improvement**

The service was continuing to review how best to ensure parents and carers were offered continued support to take part in assessing and improving the quality of care and support within the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

Based on the evidence we sampled as part of this inspection, we have awarded a grade of 5 - very good, in relation to this quality statement. We awarded this grade after we had spoken to the head teacher and staff and asked them how they met the individual needs of children. We observed children in the playroom. We looked at the information recorded about children and the way in which it was used to provide appropriate play and learning experiences for children. We reviewed comments from parents and carers about how well they felt the service was meeting the needs of their children.

There was a strong emphasis on health and wellbeing within the nursery. Parents told us that staff knew their children well and provided activities that children enjoyed. They felt that learning experiences were well planned to suit children's interests and stages of development. We observed children to be relaxed and content within the service and to have developed positive relationships with staff.

The service had recorded very full information about children. This was obtained when children were enrolled in the service and was regularly updated from information supplied by parents and children, and through staff observations. Staff used this information to ensure that suitable activities and learning opportunities were made available. The service continually updated information about children to ensure that all of their needs could be met. This information formed the basis of children's personal plans. We discussed how the plans could be further developed using the GIRFEC (Getting it Right for Every Child) wellbeing indicators to ensure that plans were updated within timescales that related to individual development.

The service encouraged healthy eating among children. Varied and nutritious snacks including fruit and milk and water were offered at each session. Children also had access to drinking water throughout the session. Nursery staff kept up to date with good practice guidance on food and nutrition and had taken account of good practice documents. Staff encouraged children to learn about safety and cleanliness. They ensured that children washed their hands before snack, after using the toilet, and following outdoor play. The nursery took part in the tooth brushing programme, and spoke to children about the importance of caring for their teeth.

The service had previously obtained a gold award as part of the 'health promoting nursery' project, and continued the good practice they had established as part of that programme. Children had access to the school gym, and physical activities were available each day. Children also had regular access to the outdoor area, which was accessed directly from the playroom.

We reviewed some of the service's policies and procedures and spoke to staff about how these were implemented. It was clear that care had been taken to develop policies that took account of good practice guidance and also reflected the specific values of the service. Staff showed a good awareness of child protection issues. They described appropriate procedures for recording and acting on any areas for concern about children. They had all attended training in child protection. The head teacher was the child protection co-ordinator. She ensured that procedures were discussed with staff at least once a year. Comprehensive systems were in place for recording and acting on any concerns that were identified.

Records showed that the service accessed additional support for children when a need had been identified. Full discussion took place with families before support agencies became involved with children. Staff told us how working closely with support agencies had benefitted children's development. Throughout our visits, we observed positive interaction between the staff and children. This view was reinforced by the parents we spoke to. We felt that the systems in place and the approach of staff resulted in positive outcomes for children in terms of their care and support. We have assessed this quality statement as very good.

### **Areas for improvement**

Some of the medication used by the service did not contain enough information. For example, some forms indicated that medication should be administered 'as required' with no further details recorded. The time medication was administered was not always recorded, with parents signing to show that they had been informed when the last dose of medication had been administered. We have referred the service to the Care Inspectorate's 'Hub', where information on best practice is recorded.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

The methods used by the service to ensure that children and their families were able to participate in assessing and improving the quality of the environment were similar to those described at quality statement 1.1.

### Areas for improvement

Please refer to quality statement 1.1.

Comments included:

"Eastfield Nursery is a safe and happy environment".

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 2

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

### Service strengths

Based on the evidence we sampled as part of this inspection, we have awarded a grade of 5, very good, in relation to this quality statement.

We awarded this grade after we had reviewed the environment used by the service and looked at risk assessments, maintenance records and relevant policies such as those on infection control.

The service operated from premises that were well organised, clean and well maintained. The playroom was welcoming and attractively presented. A system was in place for identifying and addressing maintenance issues, and these had been addressed timeously. A cleaner was employed to ensure the cleanliness of the building, and we observed high standards of cleanliness throughout. Staff ensured that general cleaning was carried out between sessions to ensure that the environment was safe and welcoming for all children. The accommodation was suitably heated, and had appropriate lighting and ventilation. Some changes had been made to the layout since the previous inspection. This allowed more space in the playroom, and ensured that safety was more easily adhered to when children were being collected. There was a variety of information displayed within the foyer, and arrangements had been made for improvements to the storage of children's belongings and outdoor shoes.

There was a secure entry system in place. All visitors were required to sign a visitors' book and were accompanied by a member of staff at all times. The outdoor area was accessed directly from the playroom, and was totally enclosed. Risk assessments were carried out both indoors and out. Any identified risks were addressed.

An infection control policy had been developed, and included details of exclusion periods for infectious illnesses. Staff members had been trained in food hygiene, and there were a number of first aiders on the school staff.

We reviewed a number of written policies and procedures relevant to this quality statement. We found that these had been developed to take account of the needs of children within the service. Accidents and incidents were recorded and discussed with parents. An audit of accidents was carried out regularly with a decision recorded as to whether further risk assessments were required.

Records showed that the playroom and outdoor area had been planned to take account of possible risks, while allowing children to take part in challenging activities. Children were encouraged to take care of their environment and to understand why resources should be stored safely. We witnessed children following good hygiene practice by washing their hands before snack, after using the toilet, and following outdoor play.

We felt that the procedures followed by the service provided children with very good opportunities to learn about risk, safety and the importance of taking care of their environment.

### **Areas for improvement**

In their self assessment document, the service had identified that they would continue to review and update their health and safety procedures in line with the needs of children attending the nursery.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

The methods used by the service to involve families in assessing and improving the quality of staffing within the service were similar to those identified at 1.1 and 1.2. Parents indicated that staff were friendly, professional and approachable.

### Areas for improvement

Please refer to quality statement 1.1.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

Based on the evidence we sampled as part of this inspection, we have awarded a grade of 5 - very good, in relation to this quality statement.

We awarded this grade after we had spoken to the head teacher, deputy head teacher and staff, reviewed staff questionnaires, and observed staff practice within the service. We also reviewed the training undertaken by staff since the previous inspection. There had been some changes to the staff team since the previous inspection. Staff told us that they worked very well together and were supported by the management team to develop and improve their professional skills through training and other professional development opportunities.

Staff had all attained qualifications relevant to their roles, and were registered with their professional bodies, including the General Teaching Council (GTC) and the Scottish Social Services Council (SSSC). Staff were aware of their responsibilities in relation to their professional registration, such as the SSSC's codes of conduct and practice, and were confident about reporting any poor practice they might observe from registered workers.

Staff were responsible for keeping their training records up to date and for ensuring that their improved learning was reflected in their practice. Records of the training attended by staff were retained by the management team, and discussions with staff reflected that training was based on the identified needs of children attending the service, individual professional development needs, and the priorities of the service. It was clear that staff had benefitted from the training they had undertaken and felt that their practice had improved as a result. Staff also worked closely with colleagues from support agencies.

Regular staff meetings took place, and staff were fully involved in the development of the service. They fully discussed the needs of individual children to ensure that planned activities assisted them in their development and learning. We noted that children were comfortable with staff and related to them very well. Parents also indicated that they were very happy with the staff and felt that they had the skills and experience to care for their children and support their learning and development.

We have assessed this quality statement as very good.

## Areas for improvement

Staff should continue to seek training and development opportunities relevant to their roles and to the identified needs of the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

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

### Service strengths

The service used the information provided by children and their families to assist them in assessing how well the service was performing. Some methods used by the service to provide opportunities for families to participate in assessing and improving the quality of the service are detailed under quality statement 1.1.

It was clear from the evidence we reviewed that parents and children had been involved in developing the service. The head teacher and the staff team recognised that developments were achieved more effectively when all parties were working towards a common goal. The documents and records we looked at confirmed a strong link between the information provided by families, and the identified priorities within the improvement agenda. It was clear from our discussions that the management team and staff were keen to work together with families to achieve positive outcomes for children, and to take account of suggestions put forward by parents and carers. We have assessed this quality statement as very good.

### Areas for improvement

The service should continue to review how the information they have received from families is used when developing and reviewing the improvement plan for the service.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 4

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

### Service strengths

Based on the evidence we sampled as part of this inspection, we have awarded a grade of 5 - very good, in relation to this quality statement. We awarded this grade after we had reviewed the quality assurance systems in place within the service, reviewed staff appraisals, staff meeting minutes, and the plans the service had in place to further improve their performance.

Discussions and records indicated that the management team and staff met regularly to discuss the development of the service, using suggestions from the staff, children and families to look at how the service should move forward. Full account was also taken of information provided by support agencies involved with individual children. Evaluation was used to develop an improvement plan for the service, although some priorities were decided by the local authority.

The head teacher and deputy head teacher regularly spent time in the nursery, ensuring that visits were made during each session. They were familiar with the children and their needs. They worked jointly with the staff to ensure that improvement plan priorities were regularly measured for development. A systematic monitoring procedure was in place and this ensured that improvements were measured effectively. Children benefitted from systems that measured quality and drove improvements.

A staff appraisal system was in place and appraisals had been carried out. This system was used to highlight what staff did well and the areas in which further development would be beneficial. This led to discussions about what training and further professional development would be best suited to individual staff members and would also benefit children.

Respondents to our care standards questionnaires showed that parents were happy with how the nursery was managed. They felt that transitional arrangements ensured that children could move easily from nursery to school, and were confident children who were ready to embrace further learning.

We felt that the service was performing well in relation to this quality statement.

## Areas for improvement

We could see from the self- assessment document that the service had used evidence of practice to identify their areas for improvement and would continue to review how well these were being achieved. The head teacher and depute were receptive to the inspection process and welcomed the opportunity to discuss the ways in which the service was moving forward.

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

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

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

### Enforcements

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

### Additional Information

### 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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

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

## 6 Inspection and grading history

Date	Type	Gradings	
10 Jan 2012	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	4 - Good
26 Jan 2011	Unannounced	Care and support	Not Assessed
		Environment	4 - Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
15 Jun 2009	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	5 - Very Good
		Management and Leadership	4 - Good

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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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ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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