

Care service inspection report

Full inspection

Burray Primary School Nursery Day Care of Children

Burray Primary School
Burray
Orkney



HAPPY TO TRANSLATE

Service provided by: Orkney Islands Council

Service provider number: SP2003001951

Care service number: CS2014325610

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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Summary

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

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

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

In its first year staff at the nursery have worked hard to establish a bright, welcoming and attractive learning environment which meets the needs and interests of the children. The individual needs of each child are recognised and responded to and children are encouraged to form friendships and explore their interests.

What the service could do better

The outside areas are already the focus of improvement planning within the nursery. Parents and children are being consulted about developing the courtyard into an active learning area for all aspects of the curriculum.

What the service has done since the last inspection

This was the first inspection for the service.

Conclusion

The nursery was providing a rich learning environment for local children where they were able to become valued members of the small school community. The nursery was much appreciated by parents and well supported by the local community. Increased numbers have resulted in a move to a full day provision in the coming session 2015-16.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information in relation to all care services is available on our website at www.careinspectorate.com.

This service registered with the Care Inspectorate on 15 August 2014.

Burray nursery forms part of Burray Primary School on the island of Burray. It is registered to care for up to ten children. The nursery classroom was purpose-built with an integrated toilet and a kitchen area. There is direct access to an enclosed play area, as well as to the wider school grounds.

The aims of the nursery include:

- To create an environment where children, parents/carers and staff feel secure, cared for and valued as individuals.
- To provide opportunities for children to develop their learning through play.
- To facilitate a broad range of learning based on the Scottish Curriculum for Excellence experiences and outcomes for Early Years.
- To facilitate links between children and their peers, parents/carers, school and the wider community.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect

children, young people and their families.

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 indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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 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

We wrote this report following an unannounced inspection. This was carried out by an inspector on 9 June 2015, from 9.00am to 1.30pm and feedback was given to the head teacher and early years practitioner.

As part of the inspection, we took account of the completed annual return and self assessment forms that the provider had completed and submitted to us.

We had sent nine Care Standards Questionnaires (CSQs) for distribution to parents/carers and four were returned prior to the inspection.

During this inspection process, we gathered evidence from various sources including the following:

- parental surveys and evaluations
- wall displays
- parental involvement policy
- staff training records
- children's folders
- planning information
- nursery welcome booklet
- floor books
- photographs of activities
- accident records
- incident records
- risk assessments
- discussions with the head teacher, staff, children and parents
- observations of the environment

- observations of staff practice
- the self assessment
- Care Standards Questionnaires.

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.firescotland.gov.uk

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.

The Care Inspectorate received a fully completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned. They also gave information about how they involved feedback from children and parents/carers in reaching its assessments.

Taking the views of people using the care service into account

All the children were seen to be very engaged with the activities on offer. They played well both independently and in groups and enjoyed having the responsibility of being snack helper or feeding the goldfish. The children were pleased to show their activities and their folders to the inspector.

In the children's questionnaire child had said they enjoyed playing with the sand, the water tray and eating snack. Also going outside, having a story and playing with their friends. One said 'I love the toys that [name] has got for us'. Another child had said they enjoyed 'building a town and fire station with foam roads and building blocks'.

One parent said her child 'can't wait to get her in the morning'. Another that her child 'really enjoys coming'.

Taking carers' views into account

All the six parents who were interviewed on the day of the inspection were very happy with the service. Two said it was 'fantastic' and all the parents commented how much their child enjoyed coming. One talked about how proud their child was of their folder and how they liked to share it with their parent if there was a new picture or piece of work in it.

In the school questionnaires one parent commented that 'The early years worker does a great job creating the environment, changing themes, to keep children's interest'. Another said 'I like how close the group is and how the older children interact with nursery. Improves the confidence of the young children.'

In the end of year review a parent had commented on the 'Wonderful school and the care and support provided to all the children in her class'.

All four parents who completed the Care Standards Questionnaire strongly agreed that 'Overall, I am happy with the quality of care my child receives in this service'. All parents agreed that 'Staff share information about my child's learning and development with me and, where appropriate, my child' and strongly agreed 'My child can experience and choose from a balanced range of activities'. Parent comments included :

'Burray nursery provides childcare to a very high standard. My son particularly enjoyed the trips to the local shop, garage and the visit from the fire engine'.
'The Burray nursery is fantastic and my daughter loves going there, she even wants to go at the weekends. There are so many different activities for the children and outdoor play in a safe environment'.

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

Following discussion with the head teacher, staff, parents and children and observation of practice and a review of the documentation available, the service was found to have a very good performance in relation to service users and carer's participation.

The handbook for parents encouraged the involvement of parents in nursery sessions, when they could join in or share a skill. Parents and grandparents had been involved in doing planting in the school grounds and parents had been asked for suggestions about developing the nursery play area. A book of parent and child suggestions for the courtyard area had been started and was displayed in the entrance area to the nursery.

To help parents be aware of the activities which their children were involved in at nursery information was available through a number of mediums. A photo display of the children's activities throughout the term was playing on a laptop in the nursery for the children and parents to view at any time. There was a school website and blog online and there were wall displays. There was also a parents' file with school and nursery information and risk assessments for the nursery. All this information helped them to be aware of the life of the nursery

and made suggestions to further extend the activities based on their child's interests.

Parents were asked to be involved in the nursery by spending time, sharing resources and through bringing in family photos which made the 'family tree' display in the nursery. This helped show the children in the context of their wider family and as part of the Burray community.

All the children had folders containing 'All About Me' information, examples of their work, observations and learning stories to show their interests and how they were developing through the year. The children's folders included an end of year review form for parents and carers to comment on their child's year in nursery. Nursery communication diaries were also available if requested, especially for parents who were not able to visit the nursery each day.

Children were seen to be able to choose freely through the session, with a 'choosing time' for children to identify their choices, after the children had come together near the beginning of the session. They also planned activities and shared interests which then developed into themes, such as the large igloo which the children made over a number of weeks, out of milk containers. This activity included the whole school in saving milk containers, after the children had planned and designed their igloo on a large enough scale for them to play inside.

Parents and carers were encouraged to come into the nursery at the beginning and end of the session and this gave them the opportunity to talk to staff about their child and exchange information on a daily basis. The head teacher also had an 'open door' policy when he was in the school and the small school had a very welcoming ethos to children and parents.

A parent questionnaire had been given out to all the parents at start of 2015 and the replies were very positive. Parents were asked for their suggestions to improve the service, but they all thought the service was excellent and could make no suggestions for improvement. They were very happy with the communication of information through email notices and verbally. One parent said 'The early years worker always asks our opinions on things throughout the

term' and another 'I also like that children and parents can make suggestions about things they do'.

Areas for improvement

To further encourage the involvement of parents in the welcome booklet and other newsletters issued by the nursery. To continue to develop and use the ideas which are shared by parents and children throughout the term.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 2

"We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential."

Service Strengths

Following discussion with the head teacher, early years worker, parents and children, observation of practice and a review of the documentation available, the service was found to have a very good performance in relation to supporting children to achieve their potential.

This was a small nursery in its first year of operation and numbers had risen to nine children over the year. This had given time for the staff to build up knowledge of the children as individuals and be aware of their strengths and areas where support was needed. In discussion with staff they knew the children very well and were able to target activities to meet their needs and further their interests. One parent had commented 'We like that [name] is interested in each individual child'.

Themes which had been developed through the year, such as that on the Arctic, were seen to have developed and extended the children's knowledge. These were well documented in the floor books, photos and displays. Notes and updates were kept on the learning needs of all children and there were

celebrations of the children's achievements shared with school and families. Staff used the experiences and outcomes from the Curriculum for Excellence as the basis of planning round the children's interests and had effective assessment which lead into future learning.

The children were nurtured and included by the early years worker, assisted by her knowledge of their families and each child as an individual. Detailed notes were kept on the learning needs of all the children and used as the basis of planning individual support for children. Their ideas were seen to be respected and used as the basis for planning of activities on a daily, as well as a weekly and termly basis. The children were encouraged to be proud of their achievements as documented in their learning folders.

The behaviour policy which had been developed for the nursery included 'Encouraging and facilitating the development of children's independence and responsibility' and 'Encouraging and promoting positive interactions between children'. This vision of the children as independent learners who took responsibility for their own actions could be seen throughout the session as children made choices and built on their interests within the context of the group. Children were helped to recognise the need to take into account the wishes of others and work together to achieve their goals.

The children's sense of responsibility was encouraged through their care of animals, such as the goldfish, the tadpoles and butterflies. The butterflies were being released on the day of the inspection and all the children were included in deciding the best place for them to be released and discussing what environment they would need once they were freed.

There was staged intervention guidance for staff so that the additional support needs of all children could be met at an appropriate level. For children that needed this, it would include input from the education psychologist and the drawing up of a child plan, for some children support came from the speech and language therapist. There would be targets assessed and strategies to help children achieve with review dates and regular parental input and discussion. Overall, the service was aware of the importance of GIRFEC and also building up children's confidence and sense of achievement, responsibility and independence.

One parent had commented on how any discussion of their child's interests would lead to further research on the subject between the practitioner and the child. They would read books, look at the internet and chat about the subject on an individual basis to explore and extend his knowledge.

Areas for improvement

To continue to recognise the individual needs and interests of the children and work towards meeting these, to allow each child to reach their full potential. The nursery was also planning to develop individual education plans to ensure all aspects of learning were fully covered.

Grade

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 2

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

Service Strengths

After considering the written evidence in the self assessment and policies, talking to the head teacher and staff and observing practice, this statement has been graded as very good.

The nursery was an integral part of the school building which was in very good condition being relatively new and well maintained. The nursery only opened last summer and was newly equipped with suitable furniture and toys for the children. The room was clean, tidy, bright and well organised with suitable storage. There was direct access to the secure courtyard which had a range of outdoor equipment including a large sand tray which was situated in the covered entrance area. A curtain was in place at the door to keep the heat in while allowing children to go in and out of the nursery room freely and safely.

In order to keep the children safe, the school had a secure entry system and all visitors to the nursery were monitored. There was a child protection policy and all the staff had recent child protection training and were aware of their duties with regard to keeping children safe.

There was an integral toilet and nappy changing area which met infection control guidelines. Children were being helped to learn about keeping themselves healthy through appropriate hand washing routines. Child height sinks were available in the playroom. Suitable clothing and footwear was available the children to play outside in the secure courtyard and the wider school grounds. Children were supervised when outside and risk assessments

had been carried out to identify and minimize any hazards. A first aid kit was available and staff had first aid training so they could deal safely with any accidents which did occur.

A suitable kitchen area had storage areas, sinks and fridge for the safe storage of foodstuff. Children had access to healthy snacks and children were able to help prepare these on a daily basis. Snack menus were displayed for parents and children. Children were responsible for helping clean the tables appropriately prior to food preparation and serving. Children were reminded of nursery rules, including those which were needed to prevent the spread of infection.

In the school questionnaire one parent had written about the environment 'I am very happy. Very safe and warm environment'. Another 'Seems a lovely environment, homely and calm!'

In the CSQs one parent wrote 'A well organised, calm environment'

Areas for improvement

The school had identified the benefits to children's knowledge and understanding of further including them in risk benefit planning. As being aware of risk would also help them to keep themselves safe outwith the nursery.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

"The environment allows service users to have as positive a quality of life as possible."

Service Strengths

After considering the written evidence in the self assessment, policies and information shared with parents, talking to parents, children and staff and observing practice, this statement has been graded as very good.

The bright and welcoming school environment with its attractive displays of children's work was a positive introduction to the nursery for the children. The nursery entrance area had a role play and library area, as well as a noticeboard for parents. There was a cloakroom area just within the playroom and children were able to access their coats and boots for use in the outside area.

The children were encouraged to be active learners both in the playroom and outside in the nursery courtyard and the wider school grounds. They were seen to be able to be independent in accessing toys and resources, which were well labelled and accessibly stored. Additional items were available when children requested or when staff could see that it would enrich play.

The playroom was attractively furnished with a quiet area with cushions and soft seating for the children. There was sufficient room to allow the children to have areas for play such as construction, water play, role play, lego and drawing and painting. A good use was made of display to showcase the children's work and capture activities which they had been involved in like the treasure hunt.

The area immediately outside the playroom was being used as a police station role play area and this had varied over time as the children's interests changed. This gave additional space for the children to extend their play undisturbed by having to tidy up and make room for other activities in the playroom. They were also able to talk about this area to their parents and show them the floor books which were on display.

Children made a number of visits to explore their interests in the local community including the fire station and the garage. They also used the wider school grounds for planting and growing, with involvement of families. They were involved with the whole school in an Easter Egg hunt in the grounds, which was one of a number of transition activities to help the pre-school children become familiar with the children and staff throughout the school. They were also able to use the school hall and made visits to the school classroom to share achievements and activities with the class. The older children were also able to join in with nursery activities such as releasing the butterflies.

In the school questionnaires one parent comment on the '[Name] does a great job creating the environment, changing themes, to keep children's interest'. In the CSQs all the parents agreed 'There is enough space for the children to play and get involved in a range of activities' and 'The service had a suitable range of equipment, toys and materials for the children'.

Areas for improvement

Staff were working on a range of ideas for the outside courtyard and had been involving parents in ideas and in contributing items which could add to the play opportunities.

Grade

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 3

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

Service Strengths

After examining the evidence and speaking to staff and the head teacher, we found this service was performing very well in the areas covered by this statement.

Safe recruitment procedures were in place through the Orkney Islands Council and new staff had an induction procedure. Policies were in place for whistle blowing, annual appraisals and in service training.

The early years worker responsible for the nursery was appropriately trained and registered with the Scottish Social Services Council. She had opportunities for continuous professional development, in line with her registration requirements. These included in-service days and training opportunities provided by the principal teacher early years. She also contributed to nursery cluster meetings which were held at different nurseries in the East Mainland each term and were an opportunity for sharing good practice.

The staff member had knowledge of the GIRFEC approach and used the Shannari wellbeing indicators (Safe, healthy, achieving, nurtured, active, respected, responsible and included) when assessing children's progress and development. She was involved with the Scottish Government's Early Years Collaborative initiative, which has required liaising with colleagues in health and education.

The staff member was also working with a colleague on one of the outer isles to share good practice and help reduce the isolation for lone workers. She had undertaken sessions on video enhanced reflection on practice where video clips were used to focus on interactions. She was also part of a group looking at how 'Building the Ambition' could be put into practice in nursery settings in Orkney. Overall, she was seen to be highly motivated and professional and striving to achieve a higher standard of knowledge and practice through reflection and training.

In the CSQs one parents wrote 'Very enthusiastic staff provide a range of activities for indoor and outdoor learning'. Another 'the staff are so friendly and helpful'.

Areas for improvement

To continue to provide opportunities for staff to access a range of training and development opportunities including exchange visits to other nurseries.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

Service Strengths

After considering the written evidence in the self assessment and policies, talking to the head teacher, staff and parents and observing practice, this statement has been graded as very good.

Staff were seen to treat the children and parents with respect. Their ideas and suggestions were encouraged and respected. Children were able to be responsible for making choices and decisions. Parents and children were seen as active participants in the life of the nursery, whose wishes and views were important.

The early year worker felt she worked together with the head teacher and other staff and students in the school as a supportive team. This helped to reduce any feelings of isolation in the nursery. Other staff and children joined in activities when appropriate and children visited the school class to share achievements. Older children also came to work with the nursery children when appropriate and were very interested to join them when they were releasing the butterflies which had hatched out in the nursery.

Policies were in place from Orkney Islands Council including a Dignity at Work policy which highlighted the importance for all employees to be treated with respect. Through the cluster group sharing of practice went on between teachers and early years workers in larger and smaller nurseries.

Areas for improvement

To continue to share practice and ideas with colleagues, children and parents in an open learning environment.

Grade

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 2

“We involve our workforce in determining the direction and future objectives of the service.”

Service Strengths

After considering the written evidence in the self assessment and policies, talking to the head teacher and staff and observing practice, this statement has been graded as very good.

The early years practitioner was invited to attend staff meetings and minutes were shared with all staff. All staff were encouraged to share ideas and take an active part in any school developments. School and nursery staff were involved in developing, implementing and monitoring the success of the school improvement plan priorities. The participative ethos of the small school helped to ensure that all staff could contribute at any time and feel valued as part of the whole school team.

Discussion with the principal teacher for early years and the head teacher was used to reflect on practice and consider how the service could be improved. To meet demand the nursery is to be extended to full days in the autumn term and discussions have taken place with staff and parents on how the full day model will meet their needs and that of the children.

The early years practitioner was able to have a wider role in modelling good practice across the authority and help with reducing isolation to very small services. She had an annual professional review and development meeting from which a continuous professional development plan was drawn up.

Areas for improvement

The school was planning to improve the availability of cover for the nursery to enable the early years practitioner to attend training or visit other settings to share good practice.

Grade

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

After considering the written evidence in the self assessment, policies and information shared with parents, talking to parents, children and staff and observing practice, this statement has been graded as very good.

Feedback was gained from parents on a regular basis through daily involvement, suggestions on themes such as the courtyard development and questionnaires. Children's questionnaires were also issued and children were encouraged to give their ideas and suggestions for improvements to the nursery, including new equipment and resources.

Self assessment of the service was undertaken against the 'Child at the Centre 2' and using the underpinning ideas from 'Building the Ambition' and the Curriculum for Excellence. There were informal visits by the head teacher and development visits from the principal teacher of early years, who gave feedback to the practitioner.

The practitioner was building up links with the toddler group, as well as with other nurseries, and had worked with a student for much of the year and shared ideas and reflected on practice. Feedback would also be taken from any

specialist support staff working with children in the nursery and used to help assess the provision.

Parents said they were often asked for ideas and suggestions about all aspects of nursery.

Areas for improvement

The head teacher should make formal visits to the nursery as part of the quality assurance process for the school and give feedback on those monitoring visits, which will then add into the self assessment undertaken by staff.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

9 Inspection and grading history

This service does not have any prior inspection history or grades.

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

You can also read more about our work online.

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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