

# Hoodles Childcare Day Care of Children

Academy Way  
Colpy Industrial Estate  
Oldmeldrum  
Inverurie  
AB51 0BZ

Telephone: 01651 873995

Type of inspection: Unannounced  
Inspection completed on: 6 February 2018

**Service provided by:**  
Nursery Care (Grampian) Ltd

**Service provider number:**  
SP2011011583

**Care service number:**  
CS2011289681

## About the service

Hoodles Childcare is a private early learning and childcare service provided by Nursery Care (Grampian) Ltd. It was registered in June 2011 to provide a day care of children service to a maximum of 68 children at any one time aged from 0 to those not yet attending primary school. Included in this number will be a maximum of 15 children under 2 years.

The service may operate between the times of 7.30am to 6.00pm Monday to Friday. In partnership with the local authority the service provides funded pre-school education sessions for children aged from three to five years.

The service is accommodated in a purpose-built nursery unit on the Colpy industrial estate in the rural village of Oldmeldrum in Aberdeenshire. There are three separate playrooms for babies, toddlers and older children. The nursery building benefits from having a large garden area. Two of the playrooms lead directly into the garden.

Hoodles Childcare aims are:

- To provide excellent learning experiences both indoors and out in our excellent large garden area, so children can develop their curiosity and imagination.
- have healthy, nutritious and delicious meals for the children to enjoy so they can be fuelled with goodness to help them learn, grow and develop.
- To have an inclusive environment to support all needs of the children, developing their unique skills.

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.

## What people told us

Children were happy, content and safe in the nursery setting. Most older children spoken with told us that they enjoyed the range of activities on offer. Many children particularly enjoyed playing outdoors in the garden area. They told us:

"This is a jelly bath. It feels like jelly and if I tasted it, it would taste like jelly. We have shells in the jelly bath. We are going to dig with spades for our sea shells".

"I find it boring at nursery. I cry when I come to nursery. It's boring and cold outside and no one plays with me outside".

"I like snack and I love lunch when it's macaroni".

"I like it at nursery. I like playing babies and mummies".

"I'm writing a family story. It's a train".

"We are playing mums and dads and we're in a car and I'm the baby. She's the mum and she's the big sister".

"I'm going to primary school at Rothienorman. I like drawing pictures, I'm drawing mummy and daddy".

We spoke to parents who confirmed that they were happy with the service. They felt that staff knew their children and felt that staff took on board any requests they had in relation to their child. Parents discussed the range of ways information was shared with them, for example the noticeboard, online learning journeys and newsletters. They told us:

"Child settled really well in the baby room and when ready to move on got very good support. Settling visits took place over a month and I was kept up-to-date. They were open to us sharing any concerns. The new room is busy, free play and they tell us what they are learning. They are outside a lot, they have all weather suits. Seem to be a lot of natural things and they take them on walks and visits to the shops and library".

"Really nice staff, they are welcoming and know my child. We get really good feedback and when the online learning journey comes through we log on and have a look at our child's progress which is informative. They change the layout and they've got a construction corner. Children got to vote for equipment for the garden and they got a mud kitchen, water-butt and other things. They love it outside in all weathers".

"I love it. My daughter is in the three to five room. Been here since she was 2. They have always been good at settling her. There is enough staff in the morning. Daily feedback and lots of emails about what they do during the day. Lots of outdoor play. Profiles go home every term. I am very happy".

"Fantastic staff in the baby room and she is settled and all staff know her. Her dietary needs are well catered for. Learning journeys and daily chit-chat. Meal plans are fab. lots of different things to play with. Very responsive to what the children want. I asked for more outdoor play and this was actioned. Sharon has made herself available to me. Always visible in nursery"

"Three to five room, it's ok but there are problems. I don't know what is going on. They don't tell me when ??? is on holiday. The app has just been introduced. He has come on leaps and bounds. Learning journals are updated at least once a week. Lots of opportunities for outdoor play".

"Staff share care plans. We get a copy every six months or so to look over and check details, change phone numbers and things. There is a high staff turnover. If my child knows one person as long as they are there she goes in, sometimes she cries but fine if she sees her mate. Receive information online and through email".

"I'm happy with the service. I know who the staff are. Get feedback at the end of the day and through the online portal. We log in on a Friday and get information on how she has been, activities, lunch, food etc".

We sent out 20 questionnaires and 12 were completed and returned to us before our inspection. Six parents 'strongly agreed' and six 'agreed' that they were happy with the quality of care their child receives in the service.

We shared parents/carers comments with the management team. They included:

"Hoodles nursery is a fantastic nursery. My son is very happy there and his development has progressed significantly since he started attending. My only suggestion would be to improve the frequency of updates in the children's individual pages as this is sporadic".

"The support and care my child has had from Hoodles is amazing. The staff always ask how they can help him develop further. He loves his time at nursery and it has made a huge impact on his development, so far. I couldn't ask for a higher standard of care".

"Overall, we are generally happy with the care our son receives at Hoodles. He is certainly happy to attend and clearly enjoys the time he spends at the nursery. I have never seen a plan but this is something I'd be interested in. We do get a weekly observation on 'your learning journals' which is great but is very brief and of course, only a small snapshot of time. There have been many staff changes over the course over of the year, including the entire management team. In honesty, the turnover is a concern but seems to be being addressed by the group manager".

"On the whole my 2 year old son appears happy in his child care environment. Especially after moving from the baby room to the 2-3 room in September 2017. I would like to see more structures or planned activities planned daily as I know there is a lot of free play and open-ended play happening throughout the day. I would like to see more circle time and conversation factored into his day thereby encouraging more chat/conversation".

"We are really pleased with the room layout and attention to surroundings - the use of lights, textures, materials and accessories high and low makes the rooms homely but interesting. We have recently noted a big change in outdoor toys - from purpose-built frames to the use of tyres, palates and cones. While a combination is great the children miss the colourful plastic.

All staff give 100% and we have zero concerns. However, high staff turnover is worrying and unsettling for children and parents".

There is a high turnover of staff which I find concerning. The staff at the nursery do not always seem to have enough time to complete the on-line learning journals all the time as well as writing newsletters, keep notice boards updated and ensure my child is having fun. The room staff are always welcoming and friendly, even though there seems to be increasing admin expected of them. I really like the online learning journals and the nursery app for receiving information and updates. Although learning observations are rarely notes with 'next steps'".

"I am very happy with the staff except the manager as she seems distracted when communicating with her. She takes a while to get back to you concerning anything, payments, receipts, billing and newsletters sending out. I am happy with the care given by the care givers but since having my child in nursery there has been a large amount of staff changed and more so since the new manager came".

"I do have some concerns over the high rate of staff turnover in the nursery over the past year. I am also concerned that the staff to children ratio in the pre school room prevents adequate supervision of the children leading to an increase of bumps and bruises".

"My only concern is the high turnover of staff. It is a bit of an upheaval for the child when they form close bonds and then the nursery nurse leaves. There have been some amazing staff and I just worry that standards will fall as people keep leaving".

## Self assessment

The service had not been asked to complete a self-assessment in advance of the inspection. We looked at the service improvement plan which demonstrated a number of areas identified for development. The manager also provided us with information about areas highlighted for action in the future.

## From this inspection we graded this service as:

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

## Quality of care and support

### Findings from the inspection

Children and their families were welcomed by staff who took time to greet them and share relevant information. This contributed to families sense of belonging and inclusion within the nursery.

We saw interactions with the children were warm and caring with staff responding positively toward the children. We also saw good examples of non-verbal communications with the youngest children. This meant that children were happy with the staff caring for them. The children were forming friendships and playing cooperatively together.

The views of parents were used to ensure that children's basic needs and interests were met, for example, when providing personal care routines. We found however, that personal plans did not contain enough information to help staff effectively meet the needs of the individual children. Not all plans had been updated with parents within the six month review period, in line with legislation. Updating these plans and spending time with parents understanding any changes to children's needs will ensure that their wellbeing would be effectively supported by the service. **(See recommendation 1.)**

Children's achievements were celebrated through observations which were shared with parents. The recording of these observations were inconsistent and did not always focus on significant learning. Whilst a start has been made to tracking children's progress in literacy, numeracy and health and wellbeing, we found that learning journals did not always demonstrate clearly enough the progress children were making and their next steps in learning. **(See recommendation 2.)**

Children's safety, health and wellbeing was promoted in a variety of ways which included staff being knowledgeable about the child protection procedures to follow in the event of any concerns. Furthermore, all children played outside and the older children had free flow access to the garden. The children were enjoying being active in a variety of ways - this included riding bikes and scooters, taking part in imaginative play and using loose parts to build and climb.

When we observed lunch time for children over three years we found that there were not enough staff in the dining area and staff did not sit with the children to help or encourage them to eat. This had an impact on the

outcomes experienced by the children. Attention should be paid to further developing a positive eating experience. This should include: deploying staff appropriately, helping and encouraging children to be independent and enhancing the social aspect of eating together.

A system for managing medication system was in place. We found that the audit system needed to be more robust and children's medication care plans needed to contain detailed information to guide staff to effectively administer medication. Where children have any known medical information, allergies or additional support needs, clear information including any support from other agencies should be clearly documented. This should outline the relevant information including signs, symptoms, strategies and any stepped approach/ action to be taken by staff. **(See recommendation 3.)**

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 3

1. The provider and management should develop systems to demonstrate that children's care and support needs are reviewed in consultation with parents, a minimum of once every six months. The service should continue to promote the SHANARRI wellbeing indicators and consider how these can be part of the personal plan reviews.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and wellbeing.

2. To ensure children are supported to achieve their potential the manager and staff should ensure they:

- a. regularly assess the learning and development of each child
- b. use this assessment information to plan appropriate next steps in the child's learning and development
- c. provide developmentally appropriate experiences to support children to progress and achieve their next steps.

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

3. The provider and management should minimise the potential risk to children's health and wellbeing by ensuring there is clear information documented for those who have known medical information, allergies or additional support needs.

National Care Standards Early Education and Childcare up to the age of 16. Standard 3: Health and wellbeing.

**Grade:** 3 - adequate

## Quality of environment

### Findings from the inspection

The building was secured with a door entry system and staff controlled who was able to come in. This contributed to keeping children safe.

Resources had been reviewed to provide further open-ended play opportunities for children. This included a variety of "loose parts" which allowed children to use their creativity and imagination. Staff should continue to develop these opportunities both indoors and out.

Younger children benefitted from a calm and nurturing atmosphere in the baby room. Staff told us they reviewed the room constantly to ensure they were meeting the needs of the babies. The resources on offer supported schematic play. We saw babies who were happy and content in their environment. Babies personal needs and preferences were documented and staff understood the importance of following their own routines.

We found that children aged two to three years were not always engaged with the activities on offer. Children were unsure of how to make effective use of their space and the opportunities for them to make choices were limited.

The layout of the playroom for children over three years had been reviewed and more emphasis had been placed on free flow play areas. Staff told us that they had each been given responsibility for creating a number of themed areas like the writing and construction areas. We found that the areas were not always well enough resourced and staff were missing opportunities to extend children's learning.

Attention should now be paid to providing appropriate challenge for children over 2 years. Staff should begin to increase the breadth and depth of learning and experiences available. Resources offered to the children should be interesting, varied and support their curiosity and natural enquiry. Particular attention should be paid to increasing literacy and numeracy resources throughout the playrooms. This will create a richer play experience and widen children's learning. Staff should encourage and help children to problem solve through effective learning conversations. Developing the quality of the experiences would support children to achieve their potential and ensure children are excited and engaged in their learning. We suggested using Building the Ambition to support staff to develop the quality of the activities and experiences.

We identified issues with cleanliness in some areas of the nursery and at times the privacy and dignity of children was compromised. We saw that some infection control practices were not being effectively managed, such as the older children's hand washing practice after using the toilet. This increased the risk of spreading infection. We brought this to the attention of the manager and found that immediate action had been taken to clean a number of areas and a deep clean had been arranged. We advised that staff should be supported to be more knowledgeable and competent in infection prevention and control practices. They should then use this knowledge to ensure the environment is kept clean and children are supported to wash and dry their hands effectively. **(See recommendation 1.)**

Existing risk assessment documentation should be revised for the accommodation both indoors/outdoors, specific activities and outings. This will allow the service to identify any hazards and action any control measures to help keep children safe. **(See recommendation 2.)**

## Requirements

Number of requirements: 0

## Recommendations

### Number of recommendations: 2

1. Children should be cared for in a safe environment. Management and staff should review their procedures for controlling infection to ensure that the environment is clean and that children are supported to follow good hygiene practices after using the toilet. They should also review the layout and use of toilet facilities so that children are enabled to go to the toilet whilst maintaining privacy and dignity.

National Care Standards Early Education and Childcare up to the age of 16. Standard 2: A Safe Environment.

2. Risk assessment documentation needs to be regularly reviewed and updated involving staff. This will support staff to plan and take any action as needed to keep children safe and healthy.children's safety.

National Care Standards Early Education and Childcare up to the age of 16. Standard 2: A Safe Environment.

**Grade:** 3 - adequate

## Quality of staffing

### Findings from the inspection

Children received care from staff who were registered to practice with the Scottish Social Services Council (SSSC) and appropriately qualified or working towards relevant qualifications.

Staff were kind and caring and offered praise and encouragement. They also provided some good play experiences. However, some staff were not sufficiently knowledgeable and skilful to ensure children were adequately supported to achieve their potential. We asked the management team to consider how they could support staff to engage more effectively with children to support their development. In addition, staff need to consider how they could challenge children's thinking and extend their learning in their interactions with children.

**(See recommendation 1.)**

Some staff did not demonstrate an appropriate understanding of observation, assessment and planning. We saw that play experiences for children were planned using some observations of children's play and in response to the interests children were able to communicate. In some areas planned activities were not sufficiently focussed on supporting children to progress and achieve their potential. We asked that the service review their planning approaches and create a more individualised approach to children's development. **(See recommendation 1.)**

We highlighted the benefits introducing support and supervision sessions for staff. These sessions would support staff to reflect on their practice with their manager and identify training needs individually and for the service as a whole. This approach would also support the team to become skilled in providing high quality experiences for children. We considered that the lack of quality training and monitoring of staff practice was having an impact on the quality of children's experiences and that improving this area would benefit the children attending the service.



Staff were in the early stages of evaluating their practice and had begun to do some evaluation of planning in the nursery. However, evaluations were basic and lacked focus on the areas that were working and those that required development. This should be developed to ensure they are supporting children's learning and development.

Staff were in the early stages of using best practice documents such as Building the Ambition, to support them in evaluating their practice against nationally recognised indicators. Review of this along with other best practice documents would further support them in providing core learning experiences, responding to and extending learning appropriate to the individual children.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 1

1. To support children to progress and achieve staff should develop their skills and knowledge of:

- a. observation, assessment and planning
- b. effective interaction to support and extend learning.

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

**Grade:** 3 – adequate

## Quality of management and leadership

### Findings from the inspection

When awarding the grades for this inspection we took into account that there had been a high turnover of staff which had impacted on the service as a whole. A new manager had been appointed since the last inspection. She along with the group manager demonstrated a commitment to make the necessary improvements to achieve the high standards expected and that the children and families using the service deserved.

It was clear from our observations and discussions with staff that clear direction and support was needed from the management team to ensure staff felt empowered and confident in their roles.

Parents were encouraged to share their views on the service regularly throughout the year. Children's views were listened to. Talking tubs and floor books had been introduced to promote child led learning. Staff told us that they needed more support to use these tools to more effectively to involve children more in self-evaluation.

**(See recommendation 1 restated from previous inspection.)**

The manager had started to hold regular meetings with staff. We discussed the importance of these meetings being productive, with everyone planning, assessing and carefully monitoring and evaluating their work more

closely. Staff identified self-evaluation as an area in which they need support to improve overall to support systematic, continuous improvement in their service to children and their families.

The service was in the early stages of implementing effective quality assurance systems. Monitoring of staff practice and the quality of children's experiences was insufficient and was not being undertaken on a regular basis. As a result issues in relation to these areas had not been identified and addressed. The service was not routinely using nationally recognised indicators to assess the level they were performing at and identify priorities to improve the service. **(See recommendation 2.)**

The service improvement plan was not sufficiently focussed on improving the quality of children's experiences and was not addressing some key issues within the service. This had resulted in areas for improvement not being identified and addressed. **(See recommendation 3.)**

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 3

1. The manager and staff should further develop ways to involve the children in evaluating their experiences and learning. They should be able to evidence how children's views influence the service.

National Care Standards Early Education and Childcare Up to the Age of 16. Standard 13: Evaluating the Service; and Standard 4: Engaging with Children.

2. To ensure the health, welfare and safety of children the management team need to develop and implement robust and rigorous quality assurance procedures to help with the systematic evaluation and continued improvement of the service.

National Care Standards Early Education and Childcare up to the age of 16. Standard 14: Well-Managed Service; and Standard 13: Improving the Service.

3. To further develop the service the management team should ensure that improvement plans are regularly reviewed and used as a working document to record progress and improve outcomes for children and families.

National Care Standards Early Education and Childcare up to the age of 16. Standard 14: Well-Managed Service; and Standard 13: Improving the Service.

**Grade:** 3 - adequate

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

### Previous requirements

There are no outstanding requirements.

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

### Previous recommendations

#### Recommendation 1

The manager should further develop the ways in which children and parents can contribute to and be involved in the assessment of the service. They should be able to evidence how their views have been used to develop the service.

**National Care Standards for Early Learning and Childcare Up to the Age of 16 - Standard 13: Improving the Service**

This recommendation was made on 2 May 2016.

#### Action taken on previous recommendation

The management team and staff had worked hard to involve parents in consultations and questionnaires about the service and improvements that were being made. As a result parents felt well-informed and included in the improvement plans. Informed by parents' views improvements were relative to the children and impacting positively on experiences and outcomes for them.

This recommendation has been partially met.

#### Recommendation 2

The management team needs to ensure that all children have personal/care plans in place. These should be reviewed at least once in each six month period or sooner if the childcare needs change.

**National Care Standards for Early Learning and Childcare Up to the Age of 16 - Standard 3: Health and Wellbeing and Standard 6: Support and Development**

This recommendation was made on 2 May 2016.

## Action taken on previous recommendation

Staff had ensured that all relevant information was gathered about children to inform care plans. Parents felt more involved in this process. In discussion all staff knew children's care needs well. The recommendation was met.

## Recommendation 3

The manager should ensure that all staff have annual updates about child protection so that they are familiar with and feel confident to implement the service procedures.

## National Care Standards for Early Learning and Childcare Up to the Age of 16 - Standard 3: Health and Wellbeing

This recommendation was made on 2 May 2016.

## Action taken on previous recommendation

All staff had received training in child protection and their learning had been reflected on and reviewed. As a result all staff now had a good awareness of their role and responsibilities; contributing to keeping children safe and protected. The recommendation was met.

## Recommendation 4

The manager must ensure all staff have a clear understanding about their role and responsibilities within the service so that they provide high quality learning and childcare.

## National Care Standards for Early Learning and Childcare Up to the Age of 16 - Standard 14: A Well - Managed Service

This recommendation was made on 2 May 2016.

## Action taken on previous recommendation

The management team had worked with staff to develop their role in providing high quality early learning and childcare. We found that all staff were motivated and working hard to improve the quality of children's learning experiences. They were enthusiastic in talking about their work and keen to learn more. The recommendation was met.

## Recommendation 5

The area manager, manager and senior staff should develop the use of formal monitoring of practice across all areas of the service to identify strengths and areas for professional development. Information gained through monitoring of practice should be used to inform the service improvement plan and assessment for staff training needs.

## National Care Standards for Early Learning and Childcare Up to the Age of 16 - Standard 13: Improving the Service and Standard 14: A Well-Managed Service

This recommendation was made on 2 May 2016.

## Action taken on previous recommendation

The management team had worked with staff to develop their role in providing high quality early learning and childcare. We found that all staff were motivated and working hard to improve the quality of children's learning experiences. They were enthusiastic in talking about their work and keen to learn more. The recommendation was met.

## Recommendation 6

In order that children achieve their full potential the management team should support staff to develop how they track children's progress and provide a broad curriculum and depth in learning experiences.

### National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 4: Engaging with Children

This recommendation was made on 20 April 2017.

#### Action taken on previous recommendation

We recognised that a start had been made to tracking children's progress in literacy, numeracy and health and wellbeing. We found however that learning journals did not always demonstrate clearly enough the progress children were making and their next steps in learning. This recommendation has not been met. We have made a new recommendation within the Quality of Care section of this report.

## Recommendation 7

The manager and staff should further develop ways to involve the children in evaluating their experiences and learning. They should be able to evidence how children's views influence the service.

### National Care Standards for Early Education and Childcare Up to the Age of 16 - Standard 13: Evaluating the Service and Standard 4: Engaging with Children

This recommendation was made on 20 April 2017.

#### Action taken on previous recommendation

Children's views were listened to. Talking tubs and floor books had been introduced to promote child led learning. Staff told us that they needed more support to use these tools to more effectively to involve children more in self-evaluation. This recommendation has not been met and has been restated in the Quality of Management section of this report.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Enforcement

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

## Inspection and grading history

Date	Type	Gradings	
8 Mar 2017	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 3 - Adequate 3 - Adequate
17 Mar 2016	Announced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed Not assessed
21 Mar 2014	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 5 - Very good
5 Jul 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 5 - Very good 4 - Good

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