

The Bees Knees Nursery Day Care of Children

280 Lanark Road West
Currie
EH14 5RU

Telephone: 07770 060 373

Type of inspection:
Unannounced

Completed on:
15 November 2021

Service provided by:
The Bees Knees Playgroup Ltd

Service provider number:
SP2015012460

Service no:
CS2015336137

About the service

The Bees Knees Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 19 children aged from birth to entry into primary school.

The setting is based in a community building in Currie near Edinburgh. The setting comprises of two playrooms, the 'quiet' room and the 'garden room' which all children have access to at all times. Children have access to outdoor play directly from their part of the premises but can also use an area to the front of the building.

The provider of the setting was also the named manager and with the support of a newly appointed deputy manager, is responsible for the day to day running of the setting.

The setting works in partnership with the City of Edinburgh Council to provide funded places for children.

The Bees Knees Nursery aims and objectives are:

'At the bees knees nursery we aim to provide a safe, caring, stimulating and relaxing environment. In which children from six weeks to entry into primary school, will develop, thrive and be supported to reach their full potential.

We want to provide a family friendly setting in which we will welcome all comments, feedback and concerns and work alongside all parents and carers to achieve joint goals for each child.

We will work alongside parents and carers to give each child the best possible experiences within our setting, respecting that parents are the first and primary influence in each child's life.

Objectives

'At the bees knees nursery we will:

- Treat all children within our setting as individuals and give each child a high level of care and respect.
- Encourage each child to become confident learners and to help build up their self-esteem.
- Observe each child's learning and developmental skills and abilities. We will use this information to create unique, individual plans of learning and development.
- Provide an environment where each child can feel safe, happy and secure. Which will promote all round development in a fun, relaxed and stimulating way.
- Promote social skills and confidence by providing a fun place in which to meet new friends and learn cooperative play, whilst also ensuring time and space to be alone and observe fellow children at play.
- Create individual staff training and development plans, in which, all staff will undergo regular training, based on information gained from regular staff appraisal feedback meetings, to ensure we maintain a highly skilled and knowledgeable team.

We wrote this report following an unannounced inspection which used a blended approach of onsite and virtual scrutiny. The inspection started on 10 November 2021. We gave final feedback to the provider and a representative from the City of Edinburgh Council on 15 November 2021.

As part of this inspection, we took into consideration 'Key Question 5 - Operating an early learning and childcare setting (including out of school care and childminders) during Covid-19', with a specific focus on quality indicator 5.2:

Infection prevention and control practices support a safe environment for children and staff. We will report on the overall performance of this indicator in Theme one Quality of Care and Support.

What people told us

Most children appeared settled and at ease in the setting.

To gain parental feedback, we asked the setting to issue an email to all parents on our behalf. We received email feedback from six parents. We were encouraged to note that all six parents were complimentary of the setting, however this was not in keeping with our observations on inspection. An anonymised summary of their feedback is noted as follows:

'My child really enjoys his time at Bees Knees. He's made a little best friend which is lovely to see. Bees Knees staff are great at responding to my child and ensuring his individual needs are met. The children engage in a range of activities (indoor and outdoor) which my child enjoys, whilst learning new things in a safe environment'.

'Staff meet my child's individual needs by firstly knowing them extremely well; being a small nursery the staff have built strong relationships with the children and know them as individuals so know what makes them happy and sad. I also believe we recently filled in questionnaires that were shared with staff for them to know more what goes on in their lives outside of the nursery. My child's progress is shared with me at the end of each day as well as on their facebook page which shows examples of the children's work'.

'I've been impressed with how personable the staff has been with us and other family members'.

'Overall I think the nursery provides a good home from home environment. I particularly like that it is small and that my children see each other through the day. I think the staff genuinely care for the children and I am reassured that my children enjoy being there. The flexibility of hours etc that are provided is also so helpful for me and our family life - (the manager) has gone above and beyond to accommodate our needs'.

'I think it's a small, intimate and friendly nursery. I respect (the manager) and think she knows a lot about early years development and education. The children benefit from a homely setting and getting to know staff and other children well. Activities are varied and engaging and allow learning in a natural, play-based way. They spend lots of time outdoors both in the garden and trips to the local woodland and places in the community. They spend some time doing Forest school activities'.

'The staff take a genuine interest in the children and it feels like a homely environment. We have no concerns'.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection.

From this inspection we graded this service as:

Quality of care and support

2 - Weak

Quality of environment	2 - Weak
Quality of staffing	2 - Weak
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

The small intimate setting meant that children experienced a family feel where they could make friends and play with their siblings.

Staff give parents feedback on their child's day which helped to keep them informed of what their child had been doing at nursery. The closed Facebook page was a useful way for parents to see what was happening in the setting. From their feedback we could see how much parents appreciated the partnership they had built with staff to ensure continuity of care for their child.

Since the last inspection the setting had changed to offer a 'family grouping' arrangement meaning that children of all ages were able to move between both playrooms. When carried out well, this approach can bring many benefits to children, however, the way in which this was currently being managed was having a negative impact on children. Babies were based in the quiet room, a popular room with a group of much older children who dominated the space and were in need of staff interaction in their play. This meant that babies were lost in the space and were not able to experience the intimate care and support that they needed. Likewise, we saw older babies in the garden room who received little interaction from staff and again became lost amongst the hustle and bustle. Furthermore, at times, staff were focused on washing dishes and pushing babies in pushchairs to go to sleep and therefore unable to provide positive interactions to children. Improvements must be made to ensure children are nurtured and supported throughout their daily experience. **(See requirement one).**

Each child had a personal plan that gathered important information when they started. Whilst some records noted children's experiences and learning, observations of children's play and needs were often focussed on the things children could not do and were written in a negative tone. This meant there were limited approaches in place to evaluate children's progress and achievements to support them to reach their full potential. In addition there was a lack of information to guide staff on supporting children with additional support needs or whose whom were undergoing a review of their development. Improvements must be made to personal planning to ensure all children receive the care and support that is right for them. **(See requirement two).**

Medication records were incomplete meaning essential information was missing. Staff seemed unclear about medication needs and therefore there was a potential risk to children's health and wellbeing. There must be a serious approach to medication to ensure that all essential information is gathered to equip staff to keep children safe and healthy. **(See requirement three).**

When looking at infection control practices and those in relation to Covid-19 we found the following concerns:

- Children were not being encouraged to wash their hands for twenty seconds as per up to date handwashing guidance.
- Children's face cloths were rinsed after use and hung up meaning they were touching each other and

resting on a radiator.

- Children's own pushchairs from were in the playroom posing a cross contamination risk.
- Toy boxes were full and piled up high in corners of the room. This would have made it difficult for staff to clean them effectively.
- Many children were left with runny noses and the inspector had to ask staff to address this.

(See requirement four).

The setting employed a cook to prepare and serve children's lunches. Parents were complimentary of the meals, describing them as 'fabulous and varied' and 'appealing'. We saw children enjoying their conversations at lunchtime and all of them seemed to enjoy their food. However, mealtimes provided very little opportunity for children to develop their independence and the necessary skills for life. For example, children were not involved in any food preparation or setting the table nor were they able to practice skills such as pouring their own drinks and staff decided where children would sit. We noted that staff were too focused on the logistics of serving the food and did not consider the rich learning benefits of the whole experience around food and mealtimes. **(See recommendation one).**

Three cots were available for sleeping, however babies were being bounced in chairs and pushed to sleep in pushchairs with no contact from staff for long periods of time before they fell asleep. Children should be able to experience a relaxed and natural sleep and should not be constrained by straps whilst sleeping. Furthermore, bouncy chairs and pushchairs for the purpose of sleeping took up the already limited space in the room. Such poor sleeping arrangements meant that children's safety, emotional security and wellbeing were compromised. **(See recommendation two).**

We observed senior staff announcing that they could 'smell a pooh' and then pulling children's clothing down to look inside their nappy to check who needed changed. This was disrespectful towards individual children. **(See recommendation three).**

Requirements

Number of requirements: 4

1. By 28 February 2022, the provider must ensure children are nurtured and supported throughout their daily experience.

To do this, the provider must, at a minimum ensure:

- a) The manager and staff research the benefits of and best practice around family grouping and use this learning to make improvements to their practice.
- b) There is a review carried out of the current room and grouping arrangements to ensure all children no matter their age, are provided with the interactions, experiences and spaces that are central to their overall wellbeing and development.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

2. By 7 February 2022, the provider must support children to reach their full potential through effective personal planning.

To do this, the provider must, at a minimum ensure:

- a) The manager and staff receive appropriate training/guidance to increase their knowledge and confidence in completing personal plans.
- b) Personal plans reflect the holistic needs of each child, focusing on what children can do and what they need to grow and develop.
- d) The manager and staff provide appropriate and timely intervention, planning and assessment when supporting children with additional support needs.
- e) Personal plans are well maintained and regularly reviewed making sure that children and families are central to the process.

This is to comply with Regulation 5(1)(a) and (b) (Personal Plans) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15).

3. By 17 January 2022, the provider must ensure that the medication system promotes children's safety.

To do this, the provider must, at a minimum ensure:

- a) Records contain all essential information.
- b) Medication is held on the premises, labelled and stored in the correct manner.
- c) The manager familiarises themselves with best practice guidance 'Management of medication in day care and childminding services'.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'Any treatment or intervention that I experience is safe and effective' (HSCS 1.24).

4. By 28 February 2022, the provider must ensure children are .

To do this, the provider must, at a minimum ensure:

- a) The manager and staff understand current infection prevention and control practices to be implemented during Covid-19.
- b) Good hand hygiene practices are followed and children are encouraged and supported to wash their hands.
- c) The system for the use and storage of children's face clothes is reviewed to ensure there is no risk of cross contamination.

- d) Children's pushchairs are stored outwith the playroom.
- e) The quantity of toys and resources available to children is suitable for staff to be able to clean them on a regular basis.
- f) Staff clean children's noses in a timely manner.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment' (HSCS 5.22).

Recommendations

Number of recommendations: 3

1. To support children to have positive eating experiences the provider, manager and staff should review their approach to mealtimes.

In doing so, at a minimum, consideration should be given to:

- Providing opportunities for children to develop everyday skills around food preparation, setting the table and safety.
- Staff are less task oriented and sit with children so they can be responsive to the children's needs.

Reference to the Care Inspectorate document 'Food Matters Nurturing happy, healthy children' and NHS Health Scotland's 'Setting the Table, the nutritional guidance and food standards' will offer guidance on this.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I can enjoy unhurried snack and meal times in as relaxed an atmosphere as possible' (HSCS 1.35).

2. To promote positive and safe sleep experiences for children, the service should ensure the environment is suitably arranged so that children can rest in a safe, comfortable and relaxed way. The service should review their practice to ensure it is in line with current early years safe sleeping guidance. This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'My care and support meets my needs and is right for me' (HSCS 1.19)

3. To promote children's dignity and respect, the service should stop the practice of talking about children's intimate needs and pulling clothes down to determine who needs their nappy changed. This is to ensure care and support is consistent with the Health and Social Care Standards which state, 'As a child and young person, I am helped to develop a positive view of myself and to form and sustain trusting and secure relationships' (HSCS 3.5).

Grade: 2 - weak

Quality of environment

Findings from the inspection

Overall, the setting was secure and safe for children.

At this inspection, the environment gave cause for concern.

As mentioned previously, we had concerns about the current 'family grouping' arrangements. We observed that when offering play and learning experiences, little consideration had been given to children's differing ages, skills and stages of development. As a result, we found little or no opportunity for older children to engage in purposeful and challenging play; no experiences of sensory or exploratory play for children of any age to enjoy and few opportunities for children to engage with concepts and foster skills for learning, such as reasoning, creativity and problem solving.

The indoor environment looked and felt neglected with a distinct lack of a nurturing approach. The garden room was dark and lacked a warm and welcoming feel. There were no cosy spaces for babies and older children to retreat away from the hustle and bustle of the main movement of the setting. This meant there were no spaces for babies and children to sit, chat, connect, cuddle, have a story, rest and feel secure.

Staff had begun to introduce loose parts both indoors and out, however there was a reliance on plastic resources. This reduced opportunities for children to be creative and use their imagination.

Children and staff were fortunate enough to have a large outdoor space directly off the playroom. The addition of a summer house meant there was a space for children to play and shelter from the weather whilst still enjoying the outdoors. We were told that the older children usually had free access to the outdoors but due to staffing levels this was not offered on the day we visited. This meant that after lining up for some time, the older children only had twenty minutes to play outdoors. The babies did not go outdoors during our visit.

As with indoors, the outdoor area was neglected and did not offer children a range of rich stimulating play resources to support their learning and development. Resources were incomplete for example there was no access to mud or sand in the outdoor kitchen and we were told children pulled up the grass for imaginative cooking. Furthermore, there was no water available and we were told the setting relied on rainwater to offer water play outdoors.

Improvements must be made to the environment both indoors and out to ensure that all children can have fun as they experience high quality play, learning and development opportunities. **(See requirement one).**

This inspection highlighted some concerns over children's safety, for example:

- The setting was awaiting delivery of a dishwasher which was planned to be positioned within the quiet room. This had not been risk assessed and would clearly compromise children's. We discussed this with the provider who agreed to rethink these plans. Nonetheless, we were concerned that it took for our intervention for the safety issues to be considered.

- In the garden room a kettle and toaster were within children's reach.
- Electrical wires for a phone charger were within children's reach beside a cot.

(See requirement two).

Requirements

Number of requirements: 2

1. By 14 March 2022, the provider must support children to reach their full potential through high quality play and learning experiences.

To do this, the provider must, at a minimum ensure:

- a) Resources and learning opportunities are available to empower children of all ages to actively experience play and learning.
- b) The setting offers children a range of rich stimulating play resources to support and develop learning whilst being challenged at an appropriate level which meets their needs and interests.
- c) Children have cosy spaces to rest and feel secure.
- d) The outdoor area is improved to engage children in quality play experiences in the outdoors.
- e) Staff notice how children interact with their environment and respond to their interests and use of their space.
- f) The setting is comfortable, welcoming with homely touches, decoration and a good quality of furniture.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

Reference best practice documents and framework such as 'my world outdoors', 'out to play' and 'realising the ambition' will offer guidance on this.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity' (HSCS 2.27).

2. By 17 January 2022, the provider must ensure that children are cared for in an environment that is safe.

To do this, the provider must, at a minimum ensure:

- a) Rigorous risk assessments are carried out when making changes to playrooms and the facilities within it.
- b) Children do not have access to electrical wires or appliances that provide potential risk.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My environment is safe and secure' (HSCS 5.17).

Recommendations

Number of recommendations: 0

Grade: 2 - weak

Quality of staffing

Findings from the inspection

There had been significant changes to the staff team since the last inspection. The new team were at the early stages of forming professional working relationships. Staff told us they felt they worked well as a team and we saw friendly and respectful relationships in the staff team.

Recruitment procedures for the service were effective and reflected best practice. As a result, children received care and support from staff who had been appropriately and safely recruited.

All staff were qualified for their position in the setting. Members of the team had undertaken or were currently studying specific training in a number of areas. During our inspection we spoke with staff who were aware that best practice was not always being followed in the setting and that improvements were needed. It concerned us that staff had not felt confident to challenge decision making or speak up for children's rights. The manager must encourage and enable staff to bring their skills and experience into practice and consider such knowledge when making improvements to practice and outcomes for children.

The manager and staff now must work together to compile the action plan to demonstrate how improvements are going to be made to the setting. This must include giving everyone responsibility in providing children with a high quality of care and support. This would contribute to everyone taking responsibility for improving outcomes for children.

We discussed that moving forward staff meetings must be used in more constructive and structured way to ensure that everyone is taking a role and responsibility for making improvements in the setting. Furthermore, a formal supervision system must be put in place. This would provide a platform to review staff performance and provide reflection of practice centred on improving outcomes for children. **(See requirement one).**

The approach to staffing at important points across the day was insufficient to meet children's needs, for example staff went on their lunch break when children ate. This meant that one staff member was left alone to feed six babies. This was not providing babies with the close supervision, interaction and support needed at mealtimes to maintain their safety and development. **(See requirement two).**

Requirements

Number of requirements: 2

1. By 28 February 2022 the provider must support staff to provide high quality outcomes for children.

To do this, the provider must, at a minimum ensure:

- a) Staff are aware of the whistleblowing policy and their responsibility to challenge practice that leads to poor outcomes for children.
- b) The staff team have opportunities to reflect together on their practice in a meaningful way.
- c) Staff are encouraged and enabled to make good use of their professional development and learning to improve practice so that children receive high quality interactions, experiences and spaces.
- d) All staff have a role to play in making the necessary improvements.

This is to comply with Regulation 15 (staffing) of The Social Care and Social Work Improvement Scotland

(Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

2. By 11 January 2022, the provider must ensure children are cared for by the right number of people to meet their needs. To do this, the provider must, at a minimum ensure they maintain safe and effective staffing arrangements at all times and in particular at mealtimes.

This is to comply with Regulation 15 (staffing) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My needs are met by the right number of people' (HSCS 3.15).

Recommendations

Number of recommendations: 0

Grade: 2 - weak

Quality of management and leadership

Findings from the inspection

The manager showed a commitment to the setting and this was confirmed by a parent who told us 'the strengths of the nursery are the passion and care the owner shows for the children and her staff'. However, the manager was in ratio which meant they had limited time to carry out their managerial duties. This was having a negative impact on the management and leadership of the setting and ultimately the outcomes for children, for example:

- There was ineffective quality assurance in place. The limited monitoring had resulted in poor practice, concerns over children's safety, medication issues and the poor environment, none of which had been identified by the setting. Improvements must be made to the quality assurance process as a matter of priority to improve children's experiences and outcomes.
- The settings' aims and objectives were not reflected in the practice we saw.
- A lack of self-evaluation and reflection meant that children were not experiencing high quality of care.

To provide clearer and more consistent leadership which drives forward improvement and protects the wellbeing of children, the provider must implement a quality assurance system. **(See requirement one).**

The provider should visit the Care Inspectorate HUB where they will find guidance on the 'Model for Improvement'. This provides a framework for developing, testing and implementing changes to the way that

things are done that will lead to improvement. They should also refer to guidance and frameworks such as 'Realising the Ambition' and 'A quality framework for daycare of children, childminding and school aged childcare' to benchmark improvements. childcare' to benchmark improvements.

Requirements

Number of requirements: 1

1. By 14 March 2022, the provider must ensure that children receive high-quality care and support through quality assurance systems that have clear priorities focussed on outcomes for children. Staff input and involvement must be central to this process.

To do this, the provider must, at a minimum ensure:

- a) An action plan is developed and implemented to provide a clear and robust plan for how the service will improve.
- b) There is a clear and manageable system for self-evaluation, auditing and monitoring are implemented for all areas of the service. These systems should be aligned to best practice guidance to support the manager and staff to drive forward and sustain improvements.
- c) The manager carries out formal reviews of staff performance.
- d) Audits of information recording systems are carried out to ensure they support the work of the service and keep children safe. For example, risk assessments, personal plans and the administration of medication.

This is to comply with Regulation 4(1)(a) and (d) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure care and support is consistent with the Health and Social Care Standards, which state:

'As a child, I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems' (HSCS 4.19).

Recommendations

Number of recommendations: 0

Grade: 2 - weak

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

To support children's learning and development the manager and staff should improve the range and layout of play resources to provide children with a broad range of good quality experiences. This is consistent with the Health and Social Care Standards 1.30 and 1.31.

This recommendation was made on 18 December 2019.

Action taken on previous recommendation

As noted in this report, we have now required that the setting make improvements to range and layout of resources. **Therefore this recommendation had not been met.**

Complaints

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

Enforcement

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

Inspection and grading history

Date	Type	Gradings
18 Nov 2019	Unannounced	Care and support 4 - Good Environment 3 - Adequate Staffing Not assessed Management and leadership Not assessed
31 Oct 2017	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 5 - Very good

Date	Type	Gradings	
		Management and leadership	4 - Good
19 Aug 2016	Unannounced	Care and support	4 - Good
		Environment	3 - Adequate
		Staffing	4 - Good
		Management and leadership	4 - Good

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