

# Angela Elizabeth Nursery Day Care of Children

The School House  
Bonnington Road  
Wilkieston  
Kirknewton  
EH27 8BD

Telephone: 01313 331 949

**Type of inspection:**  
Unannounced

**Completed on:**  
1 August 2023

**Service provided by:**  
A.E.N. Limited

**Service provider number:**  
SP2003002926

**Service no:**  
CS2003012029

## About the service

Angela Elizabeth Nursery is registered to provide a care service to a maximum of 105 children not yet attending primary school at any one time. Care is provided from a detached property, located within Wilkieston, West Lothian. Children were cared for across four play areas and they had access to a secure garden space. The service is close to local amenities such as parks, shops, and local green spaces.

## About the inspection

This was an unannounced inspection which took place between 31 July and 1 August 2023. Two inspectors carried out the inspection. To prepare for the inspection, we reviewed information about this service. This included previous inspection findings, registration and complaints information, information submitted by the service and intelligence gathered throughout the inspection year.

To inform our evaluation we:

- Spoke with many of the children attending the service and received feedback from 34 of their family members.
- Spoke with staff and the management team.
- Spoke with one visiting professional.
- Observed practice.
- Reviewed documents.

## Key messages

- Children were happy, content and enjoyed their nursery experience.
- Most children could move freely between the indoor and outdoor environments which promoted choice and independence.
- Staff were kind, caring and nurturing in their interactions with children. They knew children well.
- The nursery environment needed a better standard of cleanliness to minimise the risk of spread of infection in the service. Some areas would benefit from being upgraded to meet current standards.
- The service had made good progress in relation to the requirements made at our previous inspection which were impacting positively on children's experiences.
- The service welcomed our feedback and showed an ongoing commitment to continuing to develop the service and practice.
- The service should continue to ensure that staff are supported to develop their skills, knowledge and experience to effectively meet children's health, welfare and developmental needs.
- The service should continue to embed quality assurance systems and ensure this impacts positively on all areas of practice.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	3 - Adequate
How good is our setting?	2 - Weak
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

## 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

### Quality Indicator 1.1 Nurturing care and support.

Children were happy, settled and content in the setting. They enjoyed their nursery experience and older children told us about how they liked to spend their time. Children spoke enthusiastically about the positive changes to their garden. They told us that they particularly enjoyed planting and growing their own vegetables. Children had formed some special friendships and were mostly able to choose when and where they spent time with them. A parent/carer told us, "Friendly, kind staff. My daughter is very happy content and comfortable at nursery."

When entering the service, children readily and confidently separated from their parents/carers. They happily entered the playrooms and were warmly greeted by staff. Children were confident in their interactions with staff and each other.

Staff were kind and had a calm, gentle manner which supported children to feel safe and secure. Staff interactions were mostly caring, warm and responsive to children's needs. Staff made positive efforts to ensure they were at children level when supporting and interacting with them. We asked the manager to ensure consistency in this approach particularly at busier times, for example mealtimes.

Each child had a key worker who was responsible for their care and wellbeing. This relationship helped children to settle and feel safe in the setting. While there had been some significant changes to the staff team, long term staff provided some consistency of care for children, which is important for their overall wellbeing. Staff knew children and their families well. They told us about how they gathered information about children's needs and how they planned for them as individuals.

Children's personal plans and online learning journals contained some important information about their health and wellbeing. Online journals were a particularly good way of sharing children's nursery experiences with parents/carers. However, children's plans needed to be more detailed about how children's needs were being supported, with clearer evidence of progress and achievements. Information about children's personal preferences and routines should also be updated regularly. Children's personal plans should more clearly demonstrate how parents/carers are involved in planning for their child's care and be regularly reviewed. We signposted the manager to best practice guidance; Guide for Providers on Personal Planning, available on the Care Inspectorate HUB (see area for improvement 1.)

Staff worked effectively with a range of agencies to support children's development and identify next steps in their learning. One visiting professional told us that staff worked very effectively with them to support individual children. This helped ensure children received the support they required to reach their potential.

While we acknowledged parents/carers had some opportunities to be involved in their child's care, we felt parental engagement overall could be improved. This view was reflected by many parents/carers. One parent/carer told us they would like, "more opportunities for parents to attend, get to know one another and to see and support their children during learning experiences." We discussed this with the manager, who agreed this was an area that needed to be strengthened. They planned to consult with parents/carers about their ideas on how this could be improved and it was their intention to reintroduce stay and play

sessions and coffee events. This would ensure parents/carers were more involved in the life of the nursery.

Lunch and snack times were generally positive and children benefited from a mostly relaxed, calm and unhurried experience. A parent/carer told us, "The food options are varied and great." Lunch was appetising, nutritious and healthy and most children ate this well. Special dietary needs were also catered for. We found practice was not consistent across the setting and staff were mostly task orientated during this time. The manager has agreed to monitor and support staff to continue to improve mealtimes for children. This should include promoting children's independence and ensuring all children are seated safely and comfortably.

Children were safe and protected from harm. Staff had a satisfactory understanding of their role and the service's child protection policy and procedures provided support and guidance. The management team understood their responsibilities and the systems that were in place to report any concerns. Senior staff had recently attended enhanced child protection training and plans were in place for the manager planned to deliver refresher training to all staff.

Suitable systems were in place to manage medication and staff understood children's health needs. The manager has agreed to adapt recording systems to ensure they reflect best practice and ensure that medication arrangements are reviewed regularly with parents/carers. This will help ensure medication is managed safely and effectively.

### Quality Indicator 1.3 Play and learning

Children played happily together with their friends, while younger children were content playing on their own or alongside others. Children had opportunities to engage in child-initiated activities both indoors and outdoors and could mostly independently choose where they wanted to play. Children had fun and some were engaged in their play for extended periods. A parent/carer commented, "Good amount of activities on offer and chance for children to get involved in 'helping' and learning with staff is brilliant."

Areas of the playroom were planned well to ensure children had access a range of learning opportunities and resources that met their needs and stage of development. Children had opportunities to learn and experiment with different materials. Children's early literacy and numeracy skills were being supported through opportunities to lead their own play which was balanced with planned play experiences. We observed staff praising and celebrating children's achievements. We encouraged the service to continue to ensure children have access to a wide range of quality toys, resources and real-life materials across all areas to extend their play.

Staff understood the importance of outdoor play to children's health, wellbeing and development. Outdoor play experiences were particularly good and most children could independently access the outdoor space, which was used in all weathers. Children had fun and were learning key skills through the variety of play opportunities on offer. For example, cycling and planting and growing their own vegetables, which were used for snacks and meals. Children spoke enthusiastically about their outdoor experiences. They were very proud of the improvements they had made to this area, for example creating a bug hotel and purchasing new plants and shrubs at the local garden centre. Children's play opportunities and learning were further supported through opportunities to access outdoor play in natural woodland areas in the local community. A parent/carer told us, "My child loves the forest school and the way of learning."

We acknowledged that staff were still developing their knowledge and skills in supporting children's play. They played alongside children and interacted positively with them. Staff were responsive to children's interests and we observed some staff using effective ways to challenge children's thinking and extend their learning and ideas. Planning for children's learning was at an early stage, with a new approach recently

introduced. We acknowledged more time was needed to embed this and evidence how this was impacting positively on children's development. There was a commitment from management and staff to continue to develop their knowledge of supporting and extending children's play more effectively.

## Areas for improvement

1.

The manager and staff should ensure that sufficient information is gathered and recorded about all children as part of their personal plan, clearly setting out their individual needs and how these will be met. They should ensure that children's personal plans are reviewed in line with legislation with parents/carers and children (if appropriate.) This will support staff to plan children's care based on up to date and reliable information.

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).

## How good is our setting?

### 2 - Weak

We made an evaluation of weak for this key question. Whilst we identified some strengths, these were compromised by significant weaknesses.

Quality Indicator 2.2 - Children experience high quality facilities.

Staff had worked hard to improve some areas of the setting. Playrooms were warm, inviting and comfortable. Some homely touches, such as displays, soft furnishings and furniture helped create a welcoming environment for children and their families. Suitable security arrangements were in place and entrances and exits were appropriately secured. Large windows provided playrooms with plenty of natural light and ventilation.

Staff had made positive efforts to create some quiet, cosy, homely spaces for children to rest, refresh and self-regulate. Management agreed there was scope to further develop these areas, using soft furnishings and resources to provide comfort and reassurance for children who needed it.

Play areas had been generally well considered and took account of children's interests and development. Areas offered sufficient space for children to play on their own and in small or larger groups, with some spaces used flexibly to extend their activities.

Children had access to a suitable range of play resources to support their play, however additional quality resources were needed to promote children's imagination, curiosity and creativity. Management and staff should continue evaluating the quality of play spaces and resources, to ensure that they offer children stimulation and challenge.

Most children had direct access to a spacious, stimulating outdoor learning space. This was an interesting, exciting space with different surfaces and resources for children to practise key skills. The service agreed to continue to resource this area and ensure children's access to all areas of the garden are not needlessly limited.

We were concerned about some infection control practices which posed a potential risk to children. For example, we found:

- cleanliness across the setting needed to improve, including children's changing areas.
- children's bedding hanging on doors and chairs to dry.
- handwashing practices were not always followed effectively.
- use and storage of children's potties needed to improve.
- inadequate storage of children's personal care materials
- not all air vents in toilet and changing areas were working.
- dirty mops and buckets stored in areas of the nursery, including young children's changing areas.
- storage of inappropriate items in a young children's changing area, including ladders and baskets.

We acknowledged the positive steps taken by management to make some improvements following our discussions, however staff needed to be clear about their role in promoting a safe, clean and hygienic environment for children. Management also needed to ensure there is an effective and regular system for rigorous quality assurance processes taking place (see requirement 1.)

More generally we found some areas of the nursery would benefit from being upgraded, to ensure the setting meets current standards. For example, improving changing facilities for younger children and handwashing facilities in the areas currently used by older children (see area for improvement 1.)

The manager has also agreed to seek advice and guidance from their Environmental Health Officer regarding laundry arrangements and take any actions they suggest.

## Requirements

1.

By 1 September 2023, to ensure children are safe, the provider must ensure children are cared for in a safe, hygienic and well-maintained environment. At a minimum, the provider must ensure:

- a) all areas used by children are clean, hygienic and fit for purpose
- b) laundering of children's materials are carried out effectively
- c) effective handwashing practices are implemented by all
- d) use and storage of potties is managed effectively
- e) children's personal care materials are stored hygienically
- f) all vents in toilets and changing facilities are in working order
- g) the environment is monitored effectively by management
- h) staff are provided with training relating to ensuring a safe environment, including infection prevention and control.

This is to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 10 - Fitness of Premises (2) (a), (b), (c) and (d).

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: I experience a high quality environment if the organisation provides the premises (HSCS 5.17, 5.19 and 5.22)

## Areas for improvement

1.

To support children's health, wellbeing and safety, the provider should take steps to ensure the environment meets current standards and best practice guidance. This should include but not be limited to:

- upgrading changing facilities, particularly for younger children.
- improving handwashing facilities for children and adults in the playroom which currently accommodates older children.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: I experience a high-quality environment if the organisation provides the premises (HSCS 5.16 and 5.22)

## How good is our leadership?

### 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

Quality Indicator 3.1 - Quality assurance and improvement are led well.

The management team had an understanding of the service's strengths and the improvements that were still needed to improve the overall quality of the service. We acknowledged that staff and management had worked hard to make some meaningful improvements to the setting, which were having a positive impact on children and their families. For example, planning for children's learning, improved mealtime experiences and more exciting and stimulating outdoor play and learning opportunities.

Management valued staff and were committed to ensuring they were happy, motivated and supported. They were visible in playrooms and played a key role in promoting good practice.

We considered the progress made on the outstanding requirement that was made at the last inspection, which related to quality assurance. We found quality assurance processes had been developed. This included a clear action plan detailing progress made on previous requirements and areas for improvements and improved monitoring and self-evaluation processes. While management and staff were still developing knowledge and confidence in using these new systems, we found some evidence that they were impacting positively in some areas of practice and the quality of children's experiences. Management and staff recognised that while they had made good progress with their improvement journey, there were still further improvements needed.

There was a commitment to using staff's strengths, interests and skills to develop leadership at all levels. The staff we spoke with were keen to take specific areas of practice forward and plans were in place for identified staff to deliver professional development sessions to their peers. These opportunities should enable staff to develop leadership skills and strengthen their knowledge of best practice guidance. The service recognised and we agreed that this approach could be further strengthened.

We found that while the main elements of the requirement had been addressed, we acknowledged that quality assurance needed to be more effective, to be firmly embedded in practice and ensure sustained improvements. We have therefore made an area for improvement relating to this. The management team should continue to ensure that monitoring systems are effective and are highlighting where standards need to be improved, for example ensuring a safe and hygienic environment for children. The manager has agreed to further develop monitoring processes to include accident/incidents, medication and staff's registration



with their professional body.

The service used some effective methods to communicate with parents/carers for example, regular newsletters and having opportunities to contribute to children's learning journals. This helped keep them up to date and helped them be involved in the life of the service. The service should now provide more meaningful and effective ways to involve and consult with children and their families about how the service could be improved. This will ensure the service continues to meet their needs and expectations. (see area for improvement 1.)

A parent/carer commented, "We are extremely happy with the level and standard of care at Angela Elizabeth nursery."

### Areas for improvement

1.  
To improve outcomes for children and ensure they are safe, the provider must develop and implement an effective system of quality assurance to monitor and improve all areas of practice.

This should include but not be limited to:

- ensuring there is appropriate and effective leadership of the setting.
- continuing to ensure that clear and effective plans are in place for maintaining and improving the service, including the use of effective self-evaluation processes and quality assurance systems.
- ensuring children and parents/carers are consulted about the service they receive and have opportunities to express their views.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

### How good is our staff team?

### 3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

Quality Indicator 4.3 - Staff deployment.

The manager discussed the ongoing challenges the service had experienced in recruiting staff and how they continued to experience staff changes. This was reflected in some of the feedback we received from some parents/carers. One parent told us, "A consistent key worker would benefit me as a parent, as well as my child". The service should continue to ensure that children and parents/carers are kept up to date with any staff changes. This would enable children and families to build trusting relationships and have confidence in the people who care for them.

While adult/child ratios were maintained, we found there were times when additional staff would have ensured children's needs were being met in a consistent and nurturing way. This was particularly evident during busier times, for example mealtimes. While children's needs were being met during these times and they were appropriately supervised, staff were task orientated and as a result this impacted on the quality of children's experiences and interactions. The manager should continue to monitor this, to ensure children consistently receive high quality engagement and interaction throughout their time at nursery.

Staff engaged well with us and were confident, open and professional in their discussions. They were kind, caring and mostly nurturing in their interactions with the children. A parent/carer commented, "I find the staff very friendly and approachable. I trust the staff who look after my child. I feel my child enjoys their time at nursery and is developing well."

Staff were enthusiastic about their role and spoke positively about their work. They had worked hard and were keen to share with us, how they had improved some areas of practice, which were impacting positively on children's experiences. They worked well together to create a welcoming environment for children and their families. They were professional, courteous and supportive to one another.

We made a requirement relating to supporting staff to develop their skills and knowledge at the last inspection. We found the service had made some progress with this. Staff demonstrated a commitment to continuing to develop their practice, with some undertaking further studies in children's early learning and development in the new term. They understood the importance of engaging in learning and development opportunities and how this impacted on improving outcomes for children and their families. The service's human resource online toolkit enabled good practice guidance and online training to be shared with staff.

The service continued to carry out regular support and supervision, professional development reviews and annual appraisals for all staff. These were meaningful opportunities and agreed targets were manageable and clear. Training was linked to individual development plans to support staff's ongoing professional development.

While we recognised that the main elements of the requirement were addressed, we, and the manager, acknowledged that staff would benefit from continued support and training to develop their knowledge and skills. This should include ongoing professional learning opportunities relating to child development, ensuring a safe and stimulating environment for children and training to support children's individual care and development needs. Time was also needed to ensure any new gained knowledge was impacting positively on staff practice and resulting in improved experiences for children. The manager and staff should continue to explore different types of training available, to ensure staff access to a variety of training that best meets their professional needs (see area for improvement 1.)

We also made an area for improvement relating to staff developing their core observation skills at the last inspection. While we noted that there had been some progress made with this and we could see how staff were developing their knowledge in this area, we found more time was needed to further develop and embed these skills. Staff should continue to be supported by the management team to develop their skills in using quality observations to support, extend and plan for individual children's learning (see area for improvement 1.)

A parent/carer commented, "My child talks about the staff team all the time, he has a wonderful bond with them all."

## Areas for improvement

1.  
The provider must continue to demonstrate that all staff have the right skills, knowledge and experience necessary to keep children safe, to meet their health, welfare, and developmental needs.

This should include, but not be limited to:

- supporting staff to access a wide variety of learning and development opportunities to meet all professional needs.
- ensuring staff's knowledge and experience is well considered and used to deploy staff effectively to meet the individual care, play and learning needs of children.
- supporting staff to use quality observations to support, extend and plan for individual children's learning, through developing their core observation skills.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

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

### Requirements

#### Requirement 1

By 03 October 2022, to improve outcomes for children and ensure they are safe, the provider must develop and implement an effective system of quality assurance to monitor and improve all areas of practice.

At a minimum, the provider must:

- ensure there is appropriate and effective leadership of the setting
- put clear and effective plans in place for maintaining and improving the service including the use of effective self-evaluation processes, and quality assurance systems
- implement effective action planning to address areas of required improvements addressed in this report within identified timescales.

This is to comply with the Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 3 Principles and Regulation 15 (a) and (b) Staffing.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS 4.19).

Extended timescale: by 28 April 2023.

**This requirement was made on 25 January 2023.**

#### Action taken on previous requirement

The service had made good progress with this requirement. Monitoring systems had been developed and implemented, as had self-evaluation processes. These were beginning to demonstrate some improvements made in the service, which were having a positive impact on the quality of children's experiences. However, while the key elements of the requirement had been addressed, we recognised that these needed further development and time was needed to ensure these new practices were firmly embedded and leading to

sustained improvements. We have therefore made a further area for improvement relating to this (please see Quality Indicator 3.1 - Quality assurance and improvement are well led.)

## Met - within timescales

### Requirement 2

By 19 September 2022, the provider must demonstrate that all staff employed by the service have the right skills, knowledge, and experience necessary to keep children safe, to meet their health, welfare, and developmental needs.

To do this, the provider must at a minimum:

- a) undertake an audit of the current skills, knowledge and experience of staff members. Information obtained from the audit must be used to address any gaps in the skills, knowledge and experience of staff members and be used to deploy staff effectively to meet the individual care, play and learning needs of children
- b) train members of staff in the areas of nurture, adverse childhood experiences, quality interactions and child development to ensure that the health, welfare and safety needs of children are supported effectively
- c) devise and deliver a comprehensive programme of continuous professional development for staff to enhance their current skills and reduce any gaps in knowledge
- d) provide regular opportunities for staff to have regular and effective support and supervision from management and are supported to reflect on practice.

This is to comply with Regulation 4(1)(a) 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 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).

Extended timescale: by 28 April 2023.

**This requirement was made on 25 January 2023.**

### Action taken on previous requirement

The service had undertaken an audit of staff member's current skills, knowledge and experience and had started to use this to identify where individual staff required to develop professionally.

Staff had been provided with opportunities to access some training relating to nurture, adverse childhood experiences, quality interactions and child development. This was beginning to have a positive impact on meeting the health, welfare and safety needs of children.

Staff regularly received support and supervision from management. This enabled management and staff to consider where there were any gaps in knowledge, which was used to create a professional development plan for individual staff.

While we acknowledged the main elements of this requirement had been addressed, we, and management, recognised this approach needed to be more firmly embedded and that staff's professional development

required to be further supported. We have therefore made a further area for improvement relating to this (please see Quality Indicator 4.3 - staff deployment.)

**Met - within timescales**

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

### Areas for improvement

#### Previous area for improvement 1

To ensure the service is using quality observations to support, extend and plan for individual children's learning. The provider should ensure that staff further develop their core observation skills. This should include, but not be limited to staff training on observation and planning skills, ongoing professional dialogue and revisiting good practice guidance.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

**This area for improvement was made on 20 May 2022.**

#### Action taken since then

Staff had received training and were being supported by management to use quality observations to support, extend and plan for children's individual learning. We, and management, recognised this was still at the very early stages and staff needed time to hone this skill and further develop their understanding. This area for improvement will be carried forward in this inspection (please see Quality Indicator 4.3 - staff deployment.)

### 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).

## Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	3 - Adequate
1.3 Play and learning	3 - Adequate
How good is our setting?	2 - Weak
2.2 Children experience high quality facilities	2 - Weak
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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