

Newlands Kids Day Care of Children

Newlands Centre
Romanno Bridge
West Linton
EH46 7BZ

Telephone: 01968 458 222

Type of inspection:
Unannounced

Completed on:
5 October 2023

Service provided by:
Newlands & Kirkurd Playgroup
Committee

Service provider number:
SP2003002018

Service no:
CS2003009381

About the service

Newlands Kids is registered to provide an early learning and child care service to a maximum of 52 children aged from 2 years to the end of primary school, at any one time. Of those 52, no more than 26 children are aged 2 years to not yet attending primary school.

The service is provided by Newlands & Kirkurd Playgroup Committee, a community led management committee. The nursery service have a designated entrance to the front of the building. There is a small kitchen area and toilets located off the main playroom. There is a secure garden of which the service have sole use. An extended garden area is home to the polytunnels where children visit twice a week to grow and harvest their own fruit and vegetables. The service can also make use of a large field adjacent to the building. The out of school care operates from the dining hall of the adjoining community centre and primary school. They have use of the large sports hall adjoining to the dining hall with direct access to the outdoor space.

About the inspection

This was an unannounced inspection that took place on 03 October 2023 between 09:00 and 18:00 and 05 October 2023 between 13:30 and 16:00. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for this inspection we reviewed information about the 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 evaluations we:

- spoke with and observed children using the service
- received written feedback from six families
- spoke with staff and received written feedback from four staff members
- spoke with the manager and representatives of the provider
- observed practice and children's routines and experiences
- reviewed documents.

Key messages

- The service must ensure that interactions between staff and children are warm, caring and nurturing.
- The manager and staff team must develop their safeguarding and child protection knowledge to keep children safe and protect them from harm.
- The service should develop systems to enable families to feel valued, and be fully involved in their child's care, play and learning.
- Children's play and learning opportunities were enhanced with partnerships that had been built within the local community.
- The service was passionate about growing their own produce and ensuring that food choices were nutritious, reflected current guidance and were sourced locally.
- Families need to be kept up to date and informed of all staffing changes in advance of these happening.

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?	2 - Weak
How good is our setting?	3 - Adequate
How good is our leadership?	2 - Weak
How good is our staff team?	2 - Weak

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

How good is our care, play and learning?

2 - Weak

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

Quality Indicator 1.1: Nurturing care and support

Staff told us interactions between staff and children were variable. One parent told us, "There are many things I like about Newlands Kids, most importantly to me is the staff and the great relationship they have with the children, my child has a lovely bond and friendship with the staff at the setting". While we recognise that we saw some positive interactions on the day of the inspection, information from staff regarding staff and child interactions raised significant concerns. Staff shared that children did not always experience warm, caring interactions across their day. The tone and manner of some interactions described by staff did not support the overall wellbeing and nurture of children. We raised this concern with the provider and we were satisfied that appropriate steps were taken during the inspection to protect children from harm. The service must ensure that interactions between staff and children are warm, caring and nurture children's security. This would promote children's confidence and have a positive influence on their lives as they develop and learn **(see requirement 1)**.

Child protection procedures had not been correctly followed which increased the risk to children's safety and wellbeing. When concerns about children's welfare had been raised, appropriate action had not been taken by the manager. One staff member told us, "When child protection matters have been reported to the manager it has not been recorded so there is no evidence of it happening". The provider was receptive to this feedback and took immediate action to address this. Not all staff had a clear understanding of their roles and responsibilities in relation to keeping children safe and protected. The service had recently developed their child protection policy and procedures, however, this was not yet effective and was not being used to inform practice. The manager and staff team must develop their safeguarding and child protection knowledge to keep children safe and protect them from harm **(see requirement 2)**.

Sleep routines lacked sensitivity and did not create a nurturing experience for children. For example, we observed children sleeping without suitable bedding. The sleep area felt neglected and was not warm and cosy. Staff need to develop their knowledge of the importance of sleep routines for children's overall development. The sleep area should be developed to ensure that children are supported to sleep in a comfortable, cosy and inviting space. This would contribute to children's emotional security and wellbeing **(see area for improvement 1)**.

Poor management and storage of medication posed a potential risk to children's health and wellbeing. This was reflected in our parent feedback, where one parent shared examples of medication not being monitored or administered safely for their child. Not all information relating to medication was up to date or accurate. The manager had plans to introduce a monitoring and audit system, however, this had not yet been implemented and therefore, was not yet having an impact on practice. Where children require medication, a clear support plan must be in place which details symptoms along with a clear stepped approach of actions to be taken. This would support staff to safely and sensitively respond to children when they require medication within the service. To support this development, we directed the service to the Care Inspectorate, 'Management of Medication in Daycare of Children and Childminding Services' (2014) **(see requirement 3)**.

Mealtimes and food choices were a clear strength of the setting. Children experienced mealtimes in an outdoor, sheltered dining space, which was welcoming and inviting. The service was passionate about growing their own produce and ensuring that food choices were nutritious, reflected current guidance and were sourced locally. When asked what they like about the setting, one parent told us, "Their healthy approach to food". Children were given regular opportunities to grow and harvest their own produce which had become part of their daily menu. This enhanced children's mealtime experiences as they tried new flavours, revisited their learning and took great pride in knowing they had helped to grow and harvest many of their food choices. Staff and children all ate together and enjoyed conversations around home life and events that had taken place out with the nursery. This supported children to feel valued as they shared what was important to them.

Quality Indicator 1.3: Play and Learning

On the day of the inspection most children were engaged in their play and learning. Children were freely transporting resources between spaces and extending their own learning. Staff used floor books to capture, evaluate and evidence children's experiences. Children were supported to revisit their learning and follow their own ideas. While we recognise that on the day of inspection, we saw some strengths in this area of practice, we were concerned by the feedback shared by some staff. Some staff raised concerns around the structured routines and poor practice that children normally experienced within the setting. For example, staff shared that children were often made to sit during circle time for long periods of time. This had resulted in children becoming continually distressed as staff failed to recognise or respond to children's individual needs. Instead staff told us, children had experienced unkind responses, as some staff continued to enforce these routines on children. The service should review their daily routines and ensure these are flexible and responsive to individual children's needs. This would ensure children's voices are heard as they experience routines that are delivered with kindness and compassion (**see area for improvement 2**).

Staff recognised the importance and value of building strong relationships with parents. Parents were welcomed into the service on a daily basis. Staff shared updates through daily feedback, social media platforms and apps. However, parents told us they, "would like more communication with parents, particularly in challenging time and on daily and weekly activities. We currently get an update on the app about once every 10 days" and "communication needs to improve, the app is good but not updated regularly enough with information about each day. Emails from management are few and far between". The service should review and further develop their communication with parents. Parents should be fully informed about their children's progress and achievement, and what they can do to support it. Developing high quality feedback would enable parents to feel valued, while being fully involved and working in partnership with the setting to support their child's care, play and learning (**see area for improvement 3**).

Children's play and learning opportunities were enhanced with partnerships that had been built within the local community. For example, the setting had a community gardener who visited the setting twice a week to support the children to grow and harvest their own produce in the polytunnels. This supported children to develop many new skills and learn about science and nature through growing their own food. One parent told us, "My child particularly likes gardening so having the opportunity to go to the polytunnels with the gardener regularly is amazing". This contributed to children's health, wellbeing and overall development.

Requirements

1. By 08 December 2023, the provider must ensure children's care, wellbeing and development needs are met because the quality of staff communication and interaction have improved. To do this, the provider must, at a minimum, ensure:

a) at all times, staff must provide children with nurturing and caring interactions that support and meet their individual needs

b) staff are supported to implement any additional training into their practice so the children benefit from enriching interactions.

This is in order to comply with Regulation 4 (1)(a) (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 01 December 2023, the provider must ensure children are safe and protected from harm.

To do this the provider must, at a minimum:

a) ensure there are suitably skilled and knowledgeable individuals in place to provide instruction, support and guidance in child protection

b) ensure staff at all levels are fully aware of the services' internal and national child protection guidelines and can implement these with confidence when needed

This is to comply with Regulation 4(1)(a) (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 am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

3. By 01 December 2023, the provider must ensure children's medical needs are met to keep them safe and healthy. To do this, the provider must, as a minimum, ensure that:

a) all medication is managed and stored in line with good practice guidance

b) all staff have a clear understanding of children's medication needs

c) there are clear up to date stepped approaches and care plans in place to support the safe administration of medication.

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

This is to comply with the Care Inspectorate guidance, 'Management of Medication in Daycare of Children and Childminding Services' (2014).

Areas for improvement

1. To ensure children are supported to sleep in a nurturing, inviting space, with comfortable bedding, the provider should ensure staff develop their knowledge of the importance of sleep for children's overall development. A review and update of the sleep policy and procedures should be completed. This should be used to inform and improve.

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

'My care and support meet my needs and is right for me' (HSCS 1.19).

2. To ensure children experience flexible daily routines that are delivered with kindness and compassion, the provider should ensure the pace of the day and daily routines are responsive to the needs of individual children. Daily routines should be reviewed and developed so they do not restrict children's play and learning opportunities.

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

'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials' (HSCS 1.31).

3.
To ensure children experience continuity in their care, play and learning, the provider should ensure improvements are made to communication with families. Families should be fully informed about their children's progress and achievement, and what they can do to support it. Developing high quality feedback would enable families to feel valued and be fully involved in their child's care, play and learning.

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

'My care and support meet my needs and is right for me' (HSCS 1.19).

How good is our setting?

3 - Adequate

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

Quality Indicator 2.2: Children experience high quality facilities

The environment was well ventilated and benefitted from some natural light. However, the main lighting in the space felt overwhelming. We encouraged the service to open the blinds within the environment and look at creative ways to introduce softer lighting within the space. This would support to develop an environment that is responsive to the different types of routines and play experiences taking place across the environment. This would also contribute to children experiencing an enabling environment that responds sensitively to their different needs and emotions throughout their day.

A strength of the service was children had direct access to outdoors. On the day of the inspection children were freely moving between indoors and outdoors throughout their day. However, staff told us this good practice is often stopped for periods of time where children would be kept inside and would not have access to outdoors. This meant that children's play was interrupted and stopped, and their choice as to where they played was removed. The service should review their routines across the day and consider when spaces are closed off to children and why. They should develop practice to support children to access indoors and outdoors throughout their whole session. We have made an area for improvement addressing this in Key Question 1: How good is our care, play and learning?

Children's play spaces indoors felt tired, lacked attention to detail and did not feel warm and welcoming for children. Some areas did not offer a breadth and balance of resources to sufficiently meet children's stages of development or offer challenge and exploration. One staff member told us that they are in need of, "more updated resources". The service had been working to improve the environment had invested in some new resources to enhance children's play experiences. For example, the introduction of block play. However, further work was required to create well resourced, thoughtful play spaces that sparked curiosity and challenged children's thinking. The manager was receptive to this feedback and was keen to progress this area of practice. Developing well resourced, quality play spaces for children would deliver the strong message to them that they were important **(see area for improvement 1)**.

Areas for improvement

1.
To support children's play and learning within a welcoming environment that delivers the message that children matter, the provider should ensure that children's play spaces are well resourced and inviting. Play spaces and resources should reflect children's current interests, be well-organised, well-maintained and attractively set up for children.

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

'I am able to access a range of good quality equipment and furnishings to meet my needs, wishes and choices' (HSCS 5.21).

How good is our leadership?

2 - Weak

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

Quality Indicator 3.1: Quality assurance and improvement are led well

Quality assurance systems were not robust or effective and, at present, had limited impact on the quality of the service for children and families. There were significant gaps in the areas covered by the quality assurance systems. Inconsistencies in practice had not been identified by the manager. Staff were not supported to reflect on their practice or carry out self-evaluation in a meaningful way. As a result, we found significant gaps in key areas of practice. For example, child protection procedures, interactions between children and staff and the quality of the environment. The service must develop a quality assurance system that identifies and influences positive change to outcomes for children and families. This would support children to experience a high-quality service that supports them to reach their full potential **(see requirement 1)**.

The service had failed to follow key elements of safer recruitment procedures, this could compromise the safety of children. For example, some staff had started working before all the required checks and references had been received. The provider and manager were unaware that this posed as a potential risk to children. The service must ensure that all staff are recruited in a way which has been informed by all aspects of safer recruitment practices. We directed the service to the Scottish Government document, 'Safer Recruitment through Better Recruitment' (2016). This would contribute to children's safety and overall wellbeing **(see requirement 2)**.

The service had failed to follow the correct reporting procedures required by a registered service. For example, the Care Inspectorate had not been notified of recent incidents within the setting relating to the health, safety and wellbeing of children. The service must review their reporting procedures and ensure they are making the correct notifications. To support this development we directed the service to the Care Inspectorate's, 'Records that all registered care services (except childminding) must keep and guidance on notification reporting' (2020) **(see area for improvement 1)**.

Children were at risk because staff did not feel confident to report concerns and there was a culture of mistrust at management level. This was also echoed in the feedback we received from parents. One parent shared, "When parents raised challenges, it was swept under the carpet by the leadership instead of being addressed". When concerns around practice had been highlighted, this had not been effectively monitored, addressed or challenged by leadership and management. We found that whistleblowing procedures had not been followed when allegations were made. As a result, poor practice had been allowed to continue, which meant children were potentially being exposed to harmful practice. We required immediate action to ensure children's safety, this included dealing with allegations of misconduct. **We have made requirements and reported on this in Key Question 1: How good is our care, play and learning?**

Requirements

1. By 19 January 2023, to improve outcomes for children, the provider must ensure that an effective quality assurance system is developed and implemented. This must include opportunities for staff to be part of ongoing reflective discussions and self-evaluation that leads to continuous improvement.

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 (HSCS) which state that:

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

2. By 08 December 2023, the provider must ensure the welfare and safety of children.

To do this the provider must, at a minimum:

- a) ensure that all aspects of safer recruitment practice is followed when appointing new staff
- b) update the recruitment policy and procedure to ensure legislative and regulatory requirements are met in relation to safer recruitment
- c) ensure that effective, personalised arrangements are in place for inducting and developing new staff, as well as staff being promoted into new roles
- d) ensure new staff are supported to develop the skills they need through professional learning, modelling of good practice, observation and supportive mentoring.

This is in order to comply with Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 - Regulation 9 (1) and Regulation 4 (1)(a) Welfare of service users.

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); and

'I am confident that people who support and care for me have been appropriately and safely recruited' (HSCS 4.24).

Areas for improvement

1. To support children's experiences and help ensure their safety and wellbeing the manager should develop a clear understanding of the responsibilities of managing a regulated care service. This should include but not be limited to, understanding of the guidance titled 'Records that all registered care services (except childminding) must keep and guidance on notification reporting' (2020), and also becoming familiar with key good practice guidance in relation to managing a care service.

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

'I use a service and organisation that are well led and managed' (4.23); and

'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?**2 - Weak**

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

Quality Indicator 4.3: Staff deployment

During the inspection, the setting had an adequate number of staff, however, the manager was counted in ratios and spent most of their time working alongside staff in the playroom. These staff deployment decisions were having a direct negative impact on outcomes for children. While we recognise staff on the day of inspection worked well together and communicated with one another, staff told us this was not standard practice everyday. Staff and management told us, relationships within the team were difficult and this had a significant impact on children. As a result, children sometimes did not experience a warm atmosphere. Opportunities for staff to come together as a team and reflect were limited. Therefore, this reduced the opportunity to develop a culture where support and feedback were used constructively to build effective and professional relationships. Moving forward, the provider should ensure that deployment and levels of staff are effective in ensuring high-quality outcomes for children. The service should ensure there is a wide range of opportunities for staff to hold professional discussions and reflect in a meaningful way. This would enable staff to have time to support, speak and listen to one another. This would contribute to bringing about positive change to outcomes for children and families (**see area for improvement 1**).

The high staff turnover had impacted on the continuity of care for children and communication levels with families. Several parents made reference to the concerns they had around the high staff turnover. One parent told us, "Staff turnover, this is my biggest concern as so many members of good quality staff have left in a very short space of time". Children and families were not always advised when staff were due to leave the setting which did not recognise the importance of the relationships that had been built. Parents told us, "My child had 3 different key workers in 4 months when they started. We were not even made aware their key worker had left" and "We should be told in advance of staff members leaving so that we can say bye and prepare the children that they'll no longer be there". Families need to be kept up to date and informed of all staffing changes in advance of these happening. This would enable families to work in partnership with the setting to help prepare children for changes that have a direct impact on them (**see area for improvement 2**).

The induction process required further development to ensure it was meaningful and having a positive impact on practice. The induction programme was basic and failed to cover key areas of practice. As a result, we saw inconsistent, poor practice that was having a direct impact on outcomes for children. The service should develop their induction programme and ensure this covers all areas of practice. Sufficient time should be allocated to this period to ensure that staff can understand all the information and what is expected of them. This would ensure that children have their individual needs met by confident staff. **We have made a requirement addressing this in Key Question 3: How good is our leadership?**

Areas for improvement

1. To ensure children experience a warm, caring atmosphere, with staff who effectively work together, the provider should ensure staff come together to participate in meaningful reflective discussions. These

discussions should focus on working as a team and bring about positive changes to outcomes for children. The provider should ensure that all staff deployment decisions are focused on high quality outcomes for children.

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. To ensure the importance of relationships between staff and children are recognised and remain at the heart of practice, the provider should ensure that families are kept informed of any staffing changes. This would improve communication, help parents and children feel more at ease with any changes and will allow relationships and trust to be built between staff, parents and children.

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

'My care and support is consistent and stable because people work together well' (HSCS 3.19).

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

Requirements

Requirement 1

In order to safeguard children's health, wellbeing and protect them from harm, the provider must ensure that at a minimum:

- all staff have access to effective child protection training
- all staff are able to demonstrate a clear understanding of when child protection procedures are to be implemented
- all staff are able to demonstrate a clear understanding of their safeguarding responsibilities in keeping children safe.

To be completed by: 15 September 2023

This is to ensure care and support is consistent with Health and Social Care Standard 3.20:

I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.

This is in order 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 requirement was made on 23 June 2023.

Action taken on previous requirement

Not all staff demonstrated a clear understanding of their safeguarding responsibilities in keeping children safe. Throughout the inspection staff shared concerns relating to poor practice that was having a direct impact on outcomes for children. We addressed these concerns with the provider. We have reported on this in Key Question 1: How good is our care, play and learning?

This requirement has not been met and the timescale has been extended to 01 December 2023.

We have reworded this requirement to support the service to make the required improvements.

Not met

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 promote children's privacy and dignity, the provider should improve the toilet arrangements for children. This should be done in line with current best practice guidance.

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

'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

This area for improvement was made on 23 March 2022.

Action taken since then

The service had developed their nappy changing facilities. Children were now being changed in a private space within the toilet area. As a result, children's privacy and dignity was being protected as they received personal care.

This area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

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

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