

## Care service inspection report

# Camphill Rudolf Steiner Schools

## School Care Accommodation Service

Murtle Estate

Bielside

Aberdeen

AB15 9EP

Telephone: 01224 867 935

Inspected by: Susan Barrie

Type of inspection: Unannounced

Inspection completed on: 9 October 2012



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## Service provided by:

Camphill Rudolf Steiner Schools Limited

## Service provider number:

SP2003000021

## Care service number:

CS2003000251

## Contact details for the inspector who inspected this service:

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## Summary

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

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

### We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

Camphill provides a safe, peaceful and interesting place for children and young people to live.

Young people have lots of different activities they can be involved in and can receive as much (or as little) support as they need to be involved in life at Camphill.

### What the service could do better

Staff at the school are discussing how they make sure staff continue to get the training they need. They are also looking at more ways to make sure that they continue to provide a very good service.

### What the service has done since the last inspection

Since the last inspection the young people have worked hard to gain the Green Flag Eco Schools Award.

Some young people have been much more involved in developing their own personal plans and targets for their future.

## **Conclusion**

Camphill School Aberdeen continues to provide a very high standard of care and support to young people in a beautiful and relaxing environment. Young people are given support and encouragement to achieve as much as they can in their lives.

## **Who did this inspection**

Susan Barrie

# 1 About the service we inspected

Camphill School is registered with the Care Inspectorate to provide a School Care Accommodation Service for children and young people with complex special needs. The school is located in a rural environment on the outskirts of Aberdeen.

Camphill School offers holistic curative education and care based on the Waldorf Curriculum and the principles of Rudolf Steiner. It is accredited with the National Autistic Society.

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at [www.scswis.com](http://www.scswis.com).

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

## Requirements and recommendations

If we are concerned about some aspect of a service, or think it needs to do more to improve, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service based on best practice or the National Care Standards.
- A requirement is a statement which sets out what is required of a care service provider to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0845 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

Two inspectors carried out an unannounced inspection of the service on 8 October 2012. A further announced visit was made on 9 October 2012. Verbal feedback was given to co-ordinators and members of the management team at the end of the inspection.

During the inspection evidence was gathered from a number of sources including:

- Randomly selected service users' support plans.
- Observation of the environment and staff/service user interaction.
- Discussion with an art therapist, co-workers, house co-ordinators and members of the management team.
- Discussion with young people, including members of the pupil council.
- Discussion with members of staff with responsibility for Health and Safety, training and medication.
- Examination of meeting minutes - including house meetings, co-ordinator meetings and pupil council meetings.
- Evidence of staff training and induction.
- Annual report and business plan.
- Maintenance systems and checks.
- Medication storage and recording.
- Joining young people for meals in four separate houses.

### Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firelawscotland.org](http://www.firelawscotland.org)

## **The annual return**

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## **Comments on Self Assessment**

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The service submitted the requested self assessment prior to the inspection. The self assessment provided useful information which informed the inspection process.

## **Taking the views of people using the care service into account**

Young people were spoken to individually, in small groups and during mealtimes. As not all young people were able to verbalise their views, inspectors also observed their interaction with staff .

All of the young people spoken with stated that they enjoyed life at the school and felt safe. They described a wide range of activities they were involved in and courses they attended at college. Young people were proud of their achievements as part of the Pupil Council and felt supported to share their ideas about future plans for the school.

One young person felt they would like the computer rooms to be improved, and another would like to visit a major supermarket more often.

Six questionnaires were returned to the Care Inspectorate by young people or their parents (on their behalf).

In response to the question " Overall, how happy are you with the quality of service you receive?", five stated very happy, and one happy.

## **Taking carers' views into account**

Two parents returned questionnaires on behalf of their children. Both stated they were "very happy" with the service provided.

Comments included:

"The best possible alternative available for a young person with our sons learning and visual difficulties is Camphill School Aberdeen. We believe that it sets the standard in care excellence. Works perfectly for us. We trust, value and respect Camphill and work closely with his care worker to ensure consistency and co-operation".

"As a family we can clearly see just how happy, relaxed and settled he is since starting last November. Hopefully he will grow more independent as he relaxes further and be able to get more involved with care plans etc".

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

#### Service strengths

Pupil studies provided comprehensive information about each young person. Pupil studies used information provided by parents, young people and professionals involved in the care, support and education of young people prior to, or at the time of their moving to the school.

Personal plans also contained information relevant to the individual support needs of young people. Some young people had been involved in writing their own smart targets in their personal plans and were therefore highly involved in identifying and achieving their personal goals.

Young people were encouraged to make choices about their care and support. During the inspection young people were observed to be involved in decisions about what they would like to do. Staff spoken with stated that young people were encouraged to be involved in activities of their choice whilst also trying new experiences and tasks.

Staff were observed to have established positive relationships with young people. Staff described tuning into children and young people; using sensitive observation of mood, facial expression and gesture as well as pictorial communication tools to support children with limited verbal communication. In discussion with staff during the inspection, it was evident that they knew the young people they cared for very well and were highly committed to their care, wellbeing and education.

Parents and young people attended and contributed to reviews of their care. At these formal meetings parents and young people had the opportunity to discuss all aspects of the care and education provided.

Discussion with parents and staff evidenced that close contact was maintained

between the school staff and families to ensure that they were fully involved in their children's care and support. Young people and staff spoke to parents on the phone, using email and skype and through text messages. Parents were welcome at the school at any time and were always invited to meetings and events at the school.

Parents could join a 'parents' group' which met at the school and ensured that parents who wished to be could be actively involved in the school. In previous inspections members of the parents' group were spoken with and commented very positively on their involvement in the life of the school and of the care and education of their children.

The Pupil Council met regularly with staff and members of the Management Council. Good examples were given of suggestions which members of the Pupil Council had made which had been acted upon. During the inspection members of the pupil council spoke enthusiastically to the inspector about future plans for the school and the importance of maintaining the eco schools award they had been instrumental in encouraging all students to be part of gaining.

Pupil Council minutes examined at the time of the inspection evidenced young people's involvement in a wide range of discussion and activity which would improve their own lives and the community and environment around them.

The school have two separate DVDs which provide useful information to people interested in learning about Camphill School. One of the DVDs "A day in the life of a Camphill Pupil" was made by year 10 pupils and 'starred' pupils throughout. It gave a very good overview to other young people of life at Camphill School.

### **Areas for improvement**

The service should continue the very positive opportunities young people and their parents have to participate in assessing and improving the quality of the care and support provided by the service.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### **Statement 3**

We ensure that service users' health and wellbeing needs are met.

### **Service strengths**

The school aimed to provide flexible and creative care and education, tailored to meet the unique needs of each individual. Records evidenced that systems in place; child studies, reviews and sensitive care planning furthered this aim.

Considerable attention was paid to the physical environment and the routine and rhythm of the day. This consideration supported a calm and relaxed environment which contributed to the positive health and wellbeing of the young people living at Camphill.

The supportive 'family orientated' house communities and key worker system supported young peoples positive health and wellbeing. Staff knew each child very well and were sensitive to their individual needs. Observations and discussion with staff evidenced great sensitivity towards young people's privacy and dignity in providing personal care.

The school provided specialist support in-house. It had an on site medical practice, and various therapists who provided individualised programmes of support. Records evidenced that children were supported by a range of professionals including speech and language therapists, physiotherapists, psychiatrists and mental health nurses.

The service had a detailed child protection policy and each campus had a child protection officer. All staff were trained and those spoken with described having been updated in child protection. In discussion at previous inspections, staff were knowledgeable about child protection matters, the school's procedures and the North East of Scotland Child Protection Committee guidelines.

Staff had regular training in behaviour support strategies. Following incidents, staff were debriefed and reviewed what triggered the incident and how behaviours may be pre-empted or handled in the future.

Staff spoken with confirmed that they had ongoing training and practice sessions regarding behaviour support strategies.

Children and young people were actively encouraged to spend time outdoors in the fresh air pursuing interests and contributing to the life of the community. Swimming, cycling and football were regularly offered as leisure pursuits. Young people also went to local parks and beaches and activities in the local area.

During the inspection co-workers and young people were joined in four separate houses during the lunchtime and evening meals. A healthy approach to eating was supported and encouraged. Varied and wholesome meals were freshly prepared in each house using organic produce where possible. Children with special dietary preferences or eating difficulties were supported and monitored to ensure that they had as good a nutritional intake as possible. Some young people had food diaries and extensive detail in their personal plans about how they should be supported at mealtimes.

Where required, young people received medication, including allopathic and antroposopical medication.

Staff administering medication received ongoing training both in-house and from Lloyd's pharmacy. A working group had been established to ensure and disseminate good practice in relation to medication. At the time of the inspection medication administration, recording and storage was examined and a medication audit carried out. Procedures were generally good **(however see 'Areas for Improvement)**.

### **Areas for improvement**

A medication audit identified the need for more frequent internal auditing. Weekly audits would ensure that any discrepancies were identified and resolved promptly. **(See Recommendation 1)**

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

### **Recommendations**

1. Medication audits should be carried out more frequently to ensure an accurate account of all stored medication.

**National Care Standard 13, Keeping well- medication**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

#### Service strengths

Discussion with representatives from the Pupil Council and Pupil Council minutes, evidenced a high level of interest and involvement in improving and contributing to the environment. Young people had good ideas about how they could make positive changes to their environment and were supported to progress these ideas.

The Pupil Council and eco schools group had worked hard to achieve the green flag (the highest eco schools award). Members of the Pupil Council who were spoken with were committed to ensuring that they continued to meet the high standard required to maintain this award.

The parents' group held regular meetings where they discussed a range of issues relevant to the care and wellbeing of young people at the school. Discussion included environmental issues, including more sustainable energy.

Young people had a high degree of input into personalising their own bedrooms. Rooms seen were all hugely varied depending on young people's individual preferences and interests. Where young people could not tolerate objects in their rooms staff had sensitively personalised rooms with wall paintings and artwork.

Young people participated in the everyday tasks within their house; for example tidying their room and helping with general household chores. They also had involvement in maintaining the outdoor environment through gardening and recycling tasks.

#### Areas for improvement

Young people should continue their very positive involvement in improving the environment.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

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## Statement 2

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

### Service strengths

Young people had an identified member of staff allocated to support them. This therefore provided high levels of support and supervision and therefore protection of young people.

Health and safety checks were carried out in each of the houses by a designated member of staff. Comprehensive checks were made and records maintained of checks made and of any corrective action required.

Hazards and risk control measures for each house and the estate were in place. These identified the people potentially at risk, the hazard, risk control measure and the person with responsibility for the checks.

Generic and specific risk assessments were carried out for a range of activities and situations. More specific details of individual support strategies were detailed in support plans and child studies. More generic risk assessments were carried out prior to activities or events.

Individual support plans evidenced appropriate risk assessment and support strategies, and the involvement of parents and relevant professionals in discussion regarding appropriate risk and its positive management.

Staff spoken with detailed the steps taken to ensure that young people were safe when on outings. These included; discussion and planning prior to leaving, diary entries regarding plans, completing risk assessments with relevant details and carrying a mobile phone.

Staff received health and safety training as part of their induction. This included a range of training and awareness of relevant policies and procedures

### Areas for improvement

Relevant policies and procedures were in place, however, some of these had past the date by which they should have been reviewed. Senior staff stated that they were aware of this, with a rolling programme and target dates identified for the review and update of all of these. **(See Recommendation 1)**

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

## **Recommendations**

1. Policies and procedures should be reviewed within the timescales set by the Organisation.

## **National Care Standard 7 - Management and Staffing**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

#### Service strengths

See Quality Theme 1, Statement 1 for a range of ways in which young people are enabled to express their views on any matter, including management and staffing.

#### Areas for improvement

See Quality Theme 1, Statement 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 3

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

#### Service strengths

Staff received a comprehensive and robust induction when they arrived at the school. In conjunction with this staff received regular support and supervision and attended ongoing training and peer support meetings.

Discussion and examination of training records demonstrated a skilled and qualified staff group

All staff at the service were registered with the Scottish Social Services Council (SSSC). A training plan was in place for those who were registered with the condition that they gained appropriate qualifications.

At the time of the inspection it was clear that both personally and organisationally there was a high level of commitment to training, professional qualification and best practice. The Organisation had developed a system for the continuous professional development of staff (however see 'Areas for Improvement').

Staff spoken with at the time of the inspection were highly committed to the young people they cared for, and to the wider goal of ensure young people and their families could achieve their potential.

The Organisation had appropriate policies and procedures and ongoing opportunities for staff to be involved in relevant discussion groups, conferences and networking opportunities. These were both internal and external.

The service (and Organisation) had a series of meetings and networks to support the professional development of staff. The community living environment also allowed mutual ongoing observation, supervision and support.

### **Areas for improvement**

At the time of the inspection the BA (hons) in Social Pedagogy which Camphill School runs in Partnership with Aberdeen University was not being offered to staff. The school had been engaged in ongoing discussion with the University to resolve this as they remain wholly committed to staff undertaking this qualification.

Where young people require the support of care staff overnight this is provided by via an agency. At the time of the inspection the management team were in discussion with the agency they used, as there were some difficulties with the arrangement. Co-workers spoken with stated that the care of young people was not compromised as they would provide the care if required, and would support agency staff to meet the standard of care they expected.

No recommendations have been made in relation to these areas as the management team were working hard to resolve the noted issues. Progress made will be discussed at the next inspection.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

#### Service strengths change

See Quality Theme 1, Statement 1.

#### Areas for improvement

See Quality Theme 1, Statement 1.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

#### Service strengths

The service had a series of formal minuted meetings at which staff could contribute their ideas and views and which were used as an ongoing assessment of the service.

The service had ongoing dialogue with family members, both formally and informally. Parents were also able to be part of the parent group

The parents' group provided a forum for parents to influence the schools development. According to their interest parents were welcome to be involved in sub-committees or support the school in practical ways at events.

The Chairman of the School Council attended the parent group once a year to share information and exchange views and ideas with parents.

All staff had regular supervision and therefore had the opportunity to discuss their individual work practice, and their contribution to the service and community on a wider basis.

Systems were in place to record accidents and incidents. These involved an auditing process where senior staff were made aware of incidents, read incident reports and supported young people and staff (however see 'Areas for Improvement').

Young people had formal reviews which they, family members and relevant professionals attended. Within this forum the progress made by each young person would be discussed and whether the service were meeting the identified aims for each individual child. Formal action plans would be developed following formal reviews.

The service had ongoing inspections and visits from the National Autistic Society, the Care Inspectorate and Education Scotland. Contracts Officers from various local authorities also visited and evaluated the service provided. The service had a very positive history of engaging with these groups to evaluate and improve the care, support and education provided.

Parents and young people had allowed their views/testimonials to be published on the school's website. The website also provided easy access to inspection reports and the services business plan and annual reports.

The young people's handbook provided details of places and people who young people could share their views, comments or concerns. Contact details included the Care Inspectorate.

The school used a quality assurance process called 'Ways to Quality'. The Ways to Quality process identified a three year programme of involvement and focused auditing. Part of this process involved appreciative enquiry - a method of evaluating the strengths of the service. The school had carried out the 'appreciative enquiry' with all staff contributing their views, however other aspects of the 'Ways to Quality' were in the early stages of use (see 'Areas for Improvement').

### **Areas for improvement**

Not all significant incidents had been reported to the Care Inspectorate. Information was shared with the management team of incidents about which the Care Inspectorate should be notified. **(See Recommendation 1)**

The quality assurance system used by the school was in the relatively early stages of use and being evaluated to ensure it met the needs of the service. It therefore does not yet provide the systems of evaluation that it may in the future. **(See Recommendation 2)**

Young people, staff and parents had various opportunities and methods by which to share their views. These opportunities should be extended to stakeholders such as

social workers and healthcare professionals involved with young people living at the service. **(See Recommendation 2)**

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 2

### **Recommendations**

1. The Care Inspectorate must be notified of all incidents as detailed within "Guidance on notification reporting - All registered care services" published by SCSWIS.

### **National Care Standard 7 - Management and Staffing**

2. The service continue to evaluate the service. This should include ascertaining the views of stakeholders in order to assess and improve the service provided.

### **National Care Standard 7 - Management and Staffing**

## 4 Other information

### Complaints

There have been no complaints made to the Care Inspectorate since the last inspection.

### Enforcements

We have taken no enforcement action against this care service.

### Additional Information

None.

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings	
15 Jun 2011	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	5 - Very Good
8 Nov 2010	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
7 Jun 2010	Announced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed

## Inspection report continued

24 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good Not Assessed Not Assessed Not Assessed
14 Jan 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
31 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed Not Assessed
3 Mar 2009	Announced	Care and support Environment Staffing Management and Leadership	2 - Weak 6 - Excellent 5 - Very Good 5 - Very Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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