

Penge Community Pre-School

ANNUAL REPORT 2020/2021



Staff List

Name	Position
Chloe Edgington	Leader
Sue Charlesworth	Deputy leader
Dawn McConochie	SENCO
Sarah Edgington	Assistant
Danielle Edgington	Practitioner
Kirsty Glover	SIP Support Worker
Lisa Searle	SIP Support Worker

Administrative Support

Deborah Fletcher	Secretary
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Trustees

Name	Position
Sandra Hynes	Chairperson
David Hynes	Treasurer
Chloe Edgington	Pre-School Leader
Emma Clark	Trustee
Karen Clark	Trustee
Lisa Mead	Trustee

Activities and Developments 2020 - 2021

Overview of the Year

Yet again we have had a busy year with 40 plus children on the role. We have children on our waiting list and a continuous stream of interest.

It has been a very different year this year due to COVID 19 and we have had to face some difficult challenges. Due to national lock down, we were forced to shut from 20th March till 1st June. We had to adjust our policies and procedures, change our daily routine and limit equipment and toys that we could put out. Apart from the national lockdown we have been incredibly lucky to continue to open preschool and only had one case of COVID in preschool during the whole pandemic which resulted in a short closure from 12th November- 24th November 2020. As well as staff members having to adjust to new routines and regulations, the children had to as well and they adjusted to it very well especially to preschools daily routine and limited equipment being available. Although at present we are still operating differently and continuing to follow COVID 19 rules and regulations guidance from the government to insure we keep the children/parents/staff safe, we are beginning to head in the right direction to get back to normal e.g., we are now introducing back messy play and welcoming education specialists back in to visit.

During the pandemic we were unable to have outside visitors visit pre-school this including potential parents so we were a bit concerned of how this would affect our September intake but with word of mouth, one to one phone consultations and out of hours viewings it turns out that we couldn't actually accommodate all the children that wanted a space at Penge Community Pre-school, and this has then resulted in another healthy waiting list. We pride our self in inclusion at Penge Community Preschool and this year has been our biggest intake of children with additional needs, which has given us the opportunity to hire an additional support worker, so I would like to take this opportunity to welcome our new support worker Lisa Searle to our team.

Sandra Hynes has been active and supportive as our Chairperson and David Hynes continues as our Treasurer. Since the departure of Deborah Carruthers we had no appointed Secretary but thankfully at our AGM in November 2019 Deborah Fletcher volunteered and was elected as our new secretary. We have appointed two new Parent/Carer Trustees to our Management Committee but the requirement by Ofsted for all trustees to be DBS checked has led to some potential trustees choosing not to offer to join the Committee. In no case did any of the potential trustees pose a threat to children or have any blemishes on their character – they simply found the DBS process unnecessarily intrusive and bureaucratic. It is likely that the DBS requirement will put off parents/carers from volunteering as Trustees in the future. Applying for DBS checks is also time consuming and costly.

We continue to ensure that our staff maintain and improve their skills and receive ongoing training.

We promote fundamental British values; these are as follows:

- ❖ Democracy

- ❖ The rule of law
- ❖ Individual liberty
- ❖ Mutual respect and tolerance of different faiths and beliefs.

We promote these in an age appropriate way, through ensuring that children learn right from wrong, mix and share with each other and value others' views, know about similarities and differences between themselves and others, and to challenge negative attitudes and stereotypes.

We have a different Learning and Play theme each term and for this year they were:-

- ❖ Hygiene and self-care
- ❖ Numbers/shapes
- ❖ Senses

We were unable to hold our two parent Days this year due to COVID but we have regularly kept the parents informed about their child's progress in pre-school. Preschool staff are also always available any time throughout the year to discuss any concerns that parents may have with their child. We were also unable to organise table sales of craft, second-hand toys and have a tombola to help raise funds for Pre-school this year so our fund raising funds has shown a reduced amount.

We held two Disco Parties for the children, one in the summer and the other at Christmas. At the summer party the children leaving for Junior School were presented with their progress records and observations and were given a leaving present.

In June we had 'graduation' photographs taken of the children that were leaving for primary school; this was very successful and will be repeated next year

New equipment

During the year the Pre-School has purchased various items of equipment of which some were bought using the donated legacy money from Sarah's family to enhance the children's time at Pre-School. These include, a slide, a trampoline, a playhouse for garden, programmable EARL, sensory balls, light up spinning tops, jelly bean vibrating cushion, puzzles, inside plant bed, ready steady go ball tower, books as well as continually re-stocking the paint and consumables for craft and play activities.

We would also like to thank parents who have donated toys to us over the year for the children to use: play kitchen, cars, roadway, a variety of small world activities, books and more.

Learning through play

Parent's visiting the pre-school sometimes say, "The children just seem to be playing!" Young children learn very naturally through play. In their play, for example, they may find out about materials, use and develop language, act out situations, ask questions, look for information in books, make friends, see how their actions affect other people, try out ideas, learn rules and read stories. Young children learn through play and enjoy learning, and this prepares them well for school.

The staff help children to learn by observing them at play and deciding when to leave them alone and when to join in. Staff help children to expand their play by offering ideas, for example, materials or vocabulary, by asking questions, by setting challenges, and by helping, explaining, or showing how things can be done. Staff encourage playing and exploring, motivate children to become active learners, allowing children to become creative and helping them to think critically.

Prime areas

Communication and language

Children listen attentively in a range of situations, and they give their attention to what others say and respond appropriately, while engaged in another activity. Staff support children to follow instructions involving several ideas or actions.

All activities help develop and build the children's vocabulary, learning new words, communicating with others and respecting what others say, cherishing bilingual children's languages

Physical development

To promote physical development, we have various pieces of equipment such as climbing frame with slide, bikes, scooters and a wide range of bats, balls, beanbags, skittles, mark making, threading, pegs and peg boards, tap a shape and sewing. All of which encourage hand eye co-ordination, and which require the use of large and small motor skills.

Staff help children to develop good self-care skills, becoming independent with feeding, toileting and hygiene practices.

Preschool helps promote good dental hygiene with the brush bus scheme, by supplying each child with a toothbrush and toothpaste to enable them to independently clean their teeth.

Personal, social & emotional development

There are many activities that encourage children to play together and build their social skills. For example, imaginative play improves their language and communication skills as well as helping to develop relationships with their peers.

This builds their social, emotional and personal skills.

Confidence and self worth is important in child development. Learning to play with other children and making friends teaches children to care for other people and their surroundings.

Specific areas

Literacy

New skills are developed during key worker small group activities, which help develop their pencil control and early writing. Books and story time teach children to respect and handle books carefully, reading from left to right. We encourage children to borrow books from our little library scheme, to share at home with the family. To help build literacy skills, we do phonic activities, which helps the children learn letter sounds.

Mathematics

We have different activities that help children to count, sort and measure. This helps to develop logical thinking, problem solving and recognition of numbers, shapes and also matching and sorting skills.

Other activities, which encourage math skills, are nursery rhymes, songs and games using dice and colours.

Knowledge & Understanding of the World

An important part of play is to promote the children's understanding of the world they live in by using different materials and getting them to look and notice things in their environment. It also helps them to express their emotions and develop their 5 senses by experimenting with the different materials and mediums.

Children are encouraged to talk about their families, homes, cultures and beliefs, and we celebrate a few festivals, for example Chinese New Year, Holi Christmas and Easter.

We also have many other activities including singing, reading, story time, small and large apparatus play, water play, dressing up, kitchen corner etc. We look forward to having use of the garden again to add another knowledge dimension of growing flowers and vegetables.

ICT

The children regularly have the use of 2 new iPad's to access the internet for child appropriate educational sites like Cbeebies. We also have 4 Innotabs with a variety of educational games that allow the children to choose, investigate and experiment different ways of completing programmes. In addition these programmes help the children with problem solving, colour, number and letter recognition as well as skills required on touch screen to complete tasks.

Each play session has an ever-changing range of activities set out to benefit all key development areas and to stimulate and encourage learning in a happy and safe environment.

Expressive arts and design

We have many activities, which encourage creative play including painting, drawing, gluing, cutting out and construction. Children also engage in a wide variety of role play and small world activities developing imaginative play.

Children sing songs, make music and dance and they safely use and explore a variety of materials, tools and techniques.

Children get immense enjoyment out of these activities and are encouraged to take pride in their work.

Fundraising

Fundraising is very important as this money is used to replace old, damaged equipment and buy new, as you can see Pre-School has had a busy year fundraising, and listed below is how this has been achieved.

Donations from parents	£50.00
Christmas raffle/tombola	£310.00
Photographer	£0
July end of term events	£180.00

Total raised was £540

In the last two weeks of March all staff and support workers have received the COVID vaccine, this hopefully have a positive impact on preschool regarding further closures

Pre-School continues to benefit from considerable financial and practical support from Anerley Methodist Church, for which we are extremely grateful.

Pre-School is in a financially sound condition and there was a surplus on our account for the year. We hope that the enforced closures will not have an adverse impact on next years balance.

Looking to the future, we will continue to use our best efforts to maintain our good reputation and to offer the highest possible quality of Early Years Education.

Penge Community Pre-School
FINANCIAL STATEMENTS FOR THE YEAR ENDED
31st March 2021



Penge Community Pre-School

Profit and Loss Account for the Year ended 31st March 2021

	2021		2020	
	£	£	£	£
<u>Income</u>				
2/4 Year funding	134,924		110,409	
SIPS funding	7,974		7,256	
Catering and refreshments	1,830		2,792	
Grants	0		0	
Fees	7,965		12,545	
Fundraising and miscellaneous	761		2,834	
Bank interest received	1,085		1,472	
		154,539		137,308
<u>Expenditure</u>				
Salaries	101,029		94,632	
Employers National Insurance	3,881		4,426	
Employers Pension contributions	2,095		2,050	
Fees	4,700		7,643	
Rent	4,305		5,460	
Telephone	198		242	
Equipment tools and materials	1,776		2,519	
Books and publications	35		34	
Refreshments	1,969		2,420	
Courses	168		783	
Travel expenses	101		220	
Printing and stationery	622		431	
Other subs and services	3,501		4,043	
Fundraising	0		16	
		124,380		124,919
<u>Profit/(Loss) for the Year</u>		30,159		12,389

Penge Community Pre-School

Balance Sheet as at 31st March 2021

	2021		2020	
	£	£	£	£
<u>Current Assets</u>				
Bank accounts		165,312		135,188
<u>Current Liabilities</u>				
PAYE & NI	1,748		1,774	
Pension contributions	394		403	
		2,142		2,177
<u>Net Assets</u>		163,170		133,011
<u>Represented by:-</u>				
Profit and loss account brought forward		133,011		120,622
Profit/(Loss) for the Year		30,159		12,389
		163,170		133,011

Notes to the financial statements for the year ended 31st March 2021

1. These financial statements have been prepared under the historic cost convention in conformity with previous accounting policies.
2. There are no tangible fixed assets.
3. Value added tax is not recoverable by the Charity and as such is included in the relevant expenditure.
4. Penge Community Pre-School enjoys charitable status and its charity number is 1027244.

Independent Examiner's Report to the Trustees of the Penge Community Pre-School

I report to the trustees on my examination of the accounts of Penge Community Pre-School (the Trust) for the year ended 31st March 2021.

Responsibilities and basis of report

As the charity Trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by section 130 of the Act; or
2. the accounts do not accord with those records.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Signed:



Richard Dovey FCA
Chartered Accountant
61 Malmains Way
Beckenham
Kent
BR3 6SB

27th April 2021