

Receipts and Payments Accounts

Charity name

Butterfly

Charity number (if any)

1030417

For the period from (start date)

Sept 24

to (end date)

Aug 25

Section A
Receipts and payments
A1 Receipts

	Unrestricted funds to the nearest £	Restricted funds to the nearest £	Endowment funds to the nearest £	Total funds to the nearest £	Last year to the nearest £
EV FUNDING	75,206.31				
FEES	3,161.50				
BANK INTEREST	174.00				
FUNDRAISING	285.00				
OTHER					
Sub total	78,988.00				
A2 Asset and investment sales, etc					
Total receipts	78,988.00				

A3 Payments

WAGES	45,710.02				
HMRC	5,608.72				
RENT	2,500.00				
MEMBERSHIP/INS	556.95				
EQUIPMENT	721.85				
PAYROLL	291.69				
EE/ TRAINING	216.62				
PENSIONS	2,275.45				
RATES	1,757.15				
Sub total	159,747.89				
A4 Asset and investment purchases, etc					
Total payments	159,748.00				
Net of receipts/(payments)					
A5 Transfers between funds					
A6 Cash funds last year end					
Cash funds this year end	78,988.00				

010924

010825

Butterflies Early Years Centre

1030417

Polhearn Way

Brixham

TQ50GG

Annabelle McDowell	Chair		
Joe McDowell	Committee		
Beahne Walsh	"		
Sarah Serper	"		

Butterflies Attendance Policy

Why regular attendance is important in the early years:

- Good outcomes for all children are increased through regular attendance, arriving on time and staying until the end of their allocated sessions.
- Through promoting good patterns of attendance, it encourages families to engage in the above expectations starting in their child's early years.
- Through missing days in the early years, the child's education is impacted. It can affect their understanding of the learning taking place; once the child is in the reception class at school, formal learning of phonics is expected to begin within two weeks of the start of the Autumn term.

Due to Early Years Foundation Stage (EYFS) safeguarding, Butterflies must follow up on absences in a timely manner.

If a child is absent for a prolonged period of time, or if a child is absent without notification from the parent or carer, we will attempt to contact the child's parents/carers and alternative emergency contacts. We will consider patterns and trends in a child's absences and their personal circumstances and use our professional judgement when deciding if their absence should be considered as prolonged. We must take into consideration the child's vulnerability, parent's/carers' vulnerability and their home life. Any concerns will be referred to local children's social care services and/or a police welfare check requested.

We will hold at least two emergency contact numbers for each child. This aims to enable us to contact someone in an emergency.

Sharing our attendance policy with parents/carers:

We will share our attendance policy with parents and carers, to highlight the expectation that if a child is unable to attend their session, the parent/carers contact the setting to explain their child's absence. This good practice allows us to build a strong relationship with parents/carers.

We may keep a log to record the reasons for absence and/or variable punctuality. This log may reveal patterns which could be followed up in conversation with parents/carers to promote the importance of regular attendance.

How good attendance and time keeping benefits children:

- Regular attendance helps children develop an understanding of good routine.
- Children who attend every planned session gain a sense of security.

- Children are more likely to build friendships when they regularly attend.
- Stronger relationships are forged between the child and the adults in the setting.
- Children who attend regularly and come on time are more likely to feel good about themselves as they know what to expect.
- Children who often miss sessions may not access all activities.
- Regular attendance supports the settling in process. If the child is upset for a short while we will support them to understand the setting is a safe place to be.

All the above and the well-planned experiences for each child in their agreed sessions promote good learning and development.

The impact of poor attendance in the early years: A child who is expected to attend for 15-30 hours per week, and regularly misses sessions, funding may be affected.

What the setting will do?	What the family will do?
1: Expect	
Ring the family, if they haven't heard why the child isn't attending within 30 minutes of the session starting	Notify the setting if their child is not going to attend their session
2: Support	
Continue to work closely with family to help them to bring their children to every booked session on time.	Reach out to the settings if they are experiencing barriers to their child coming to every session.
3. Monitor	
Review the registers to see if there is a pattern to when the child is less likely to attend.	Share their story with the setting so they could offer support to overcome barriers.
4. Signpost	
The setting may suggest some support from other services e.g. a referral to early help or other professionals.	Be open to receiving some support if this is suggested as it could make a difference to the child's outcomes.