

THE CHILDREN'S WORKSHOP

England & Wales · Charity number 1102887

Details

Status Registered

Legal form Charitable company

Company number [05055356](#)

Registered 2004-03-26

Register [View on the Charity Commission register](#)

Contact

Address The Childrens Workshop
Environmental Park
Buckhurst Lane
Sevenoaks
TN13 1FE

Phone 01732741391

Email info@thechildrensworkshop.co.uk

Website www.thechildrensworkshop.co.uk

Activities

Objects: TO ENHANCE THE DEVELOPMENT AND EDUCATION OF CHILDREN PRIMARILY UNDER STATUTORY SCHOOL AGE BY ENCOURAGING PARENTS TO UNDERSTAND AND PROVIDE FOR THE NEEDS OF THEIR CHILDREN THROUGH COMMUNITY GROUPS AND BY:(A) OFFERING APPROPRIATE PLAY, EDUCATION AND CARE FACILITIES AND TRAINING COURSES, TOGETHER WITH THE RIGHT OF PARENTS TO TAKE RESPONSIBILITY FOR AND TO BECOME INVOLVED IN THE ACTIVITIES OF SUCH GROUPS, ENSURING THAT SUCH GROUPS OFFER OPPORTUNITIES FOR ALL CHILDREN WHATEVER THEIR RACE, CULTURE, RELIGION, MEANS OR ABILITY(B) ENCOURAGING THE STUDY OF THE NEEDS OF SUCH CHILDREN AND THEIR FAMILIES AND PROMOTING PUBLIC INTEREST IN AND RECOGNITION OF SUCH NEEDS;

Activities: The Children's Workshop is a pre-school for local children aged between 2 and five years old. The Children's Workshop is open for 38 weeks a year and children may attend a maximum of 7 sessions a week. The Children's Workshop is registered and inspected by Ofsted.

Classification

- **How:** Other Charitable Activities
- **What:** Education/training
- **Who:** Children/young People

Geography

- **Area of benefit:** NOT DEFINED. IN PRACTICE SEVENOAKS
- Kent

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£211,778	£214,342	-	-
2024-08-31	£218,440	£210,976	-	-
2023-08-31	£180,195	£184,131	-	-
2022-08-31	£158,715	£164,013	-	-
2021-08-31	£169,654	£157,537	-	-
2020-08-31	£197,493	£172,401	-	-

Trustees

Name	Role	Appointed
James Warner	Chair	2024-05-14
Catherine Burgess		2022-04-28
Charlotte Emma Durell		2025-10-30
Dr Jocelyn Walbridge		2022-04-28
Iain David Jones		2025-10-30
Inese Brand		2024-11-26
Jennifer-Elizabeth Fletcher		2025-10-30
Jillian Battersby		2024-11-26
Katie Garman		2022-11-07
Mark Cheeseman		2022-11-07
Nicola Mackert		2021-07-26

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Trustees' Report and Financial Statements

For the period ended 31st August 2025



The Children’s Workshop

For the period ended 31st August 2025

Contents

Reference and administrative information 1

Trustees’ report 2

Independent Examiners Report 27

Statement of Financial Activities (including Income and Expenditure Account) 28

Balance sheet 29

Notes to the financial statements 32

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Andrew Scrace (Chair) Catherine Burgess (Treasurer) James Warner (Secretary) Jillian Battersby Inese Brand Kristina Brockington Mark Cheeseman Katie Garman Nicola Mackert Kinvara Rogers Dr Jocelyn Walbridge
Key management Personnel	Nicola Mackert (Preschool Manager) Claire Bridger (Deputy Manager) Claire Charlton (Office Manager)

The trustees present their report and the financial statements for the period ended 31st August 2025.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together – children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude:

- We nurture our children's sense of self and belief
- We foster self-involvement, engagement, motivation, risk taking and assessing
- We encourage exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and its sustainability
- We love to learn outdoors; we have a special focus on forest school inspired activities
- We strive to enthuse our children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork and building friendships
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing children's resilience, independence, and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. ***Children's Learning and Development*** – to provide an exciting, high quality and varied learning programme for all children attending.
2. ***Management of Setting*** – to run the setting effectively and efficiently.
3. ***Partnership Working*** – to create and sustain positive and mutually-beneficial partnerships with organisations in the community.

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2024–2025 Aims and Objectives

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards the following:

- I. **Educational Programme** – To deliver a high-quality education programme of activities that respond to meeting the needs of the children and support their best outcomes, including those with Special Educational Needs.
- II. **Forest School Programme** – To embed Forest School skills suitable for the age group within the programme and further develop Forest School principals across our programme of activities.
- III. **Curriculum planning and approach** – To continue to explore different teaching and learning approaches to better understand and meet the needs of the children at the setting.
- IV. **Safeguarding and Welfare** – To continuously review and revise practice for the health and well-being of every child at the setting.

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- I. **Staff Development** – To support staff practice further through observation, supervision and appraisal and further specific training for staff members.
- II. **Engagement in Early Years** – To facilitate opportunities to engage young people to consider an Early Years career.
- III. **Financial Planning and Management** – To further explore opportunities to review finances and identify cost saving measures and sustainable practice.
- IV. **Committee Management and Governance** – To identify specific objectives to successfully govern the setting and identify risks and their mitigation

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

- I. **Local Community** – To identify and build opportunities for the children to engage within the Community.
- II. **Parental Engagement** – To continue to engage parents in supporting their child's development and partnership with the preschool.

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 years and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Detailed in this report are the achievements and performance of the organisation reflecting the 2024–2025 aims and objectives that had been set.

The Early Years sector continued to face significant financial pressures throughout the year, heightened by the government's revised guidance introduced in April 2025 to support the expanded rollout of the Working Parent Entitlement funding. While the initiative is aimed at reducing childcare costs for working parents and encouraging people back into the workplace, the restrictions placed on Early Years settings accepting these payments had a notable impact—altering service offerings, tightening budgets, and introducing additional financial strain across the sector.

Despite these challenges, the preschool adopted a strong and proactive approach to managing these financial pressures, as detailed within this report and ensured that the preschool has been able to manage budget forecasts during a turbulent year.

On 11 September 2024, within the first three days of the new academic year, the preschool underwent an Ofsted inspection. Securing an overall grading of "Good" was a significant achievement, particularly given the timing of the visit. While the inspection

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

did not capture the full breadth of our provision, we are proud of the recognition received in key areas, including:

- Our commitment to inclusive practice
- The individual support provided to each child
- The emphasis placed on early identification of learning needs and emotional wellbeing

The report also commended our staff for fostering a strong sense of community and creating a warm, welcoming environment for children and families.

Looking ahead, we are encouraged by the introduction of the new Ofsted Inspection Framework and look forward positively to exploring any improvements and developments on both practice and delivery of the curriculum.

Children's Learning and Development:

- 1. **Educational Programme** – To deliver a high-quality education programme of activities that respond to meeting the needs of the children and support their best outcomes including those with Special Educational Needs.*

This year has been a year of exploration and implementing effective adaptive practices as we planned and then moulded our educational programme based on meeting the needs of the cohort of children. With a clear focus on meeting diverse needs we observed, we prioritised practices that nurtured positive outcomes for each child and worked hard to ensure that inclusion was not just a value spoken about but continued to be meaningful in every practitioner's pedagogy.

Autumn Term Highlights: Child-Led Learning and Literacy

In the early weeks of the Autumn term, our practitioners dedicated time to building strong, trusting relationships with the children—particularly their key children. Through close observation, active listening and engagement, the practitioners took a child-led approach to better understand each child's strengths and those areas requiring support, that would then inform the programme during the term ahead.

Following the settling in period, it became clear that a number of children needed additional support in one of the prime areas of learning—communication and language. Encouragingly, we recognised that all children enjoy a shared love of storytelling and being read to. This inspired a curriculum framework based on traditional tales, chosen for their varied language, repetitive structure, and opportunities for collaborative reading.

Core texts used included:

- *Jack and the Beanstalk*
- *The Three Billy Goats Gruff*

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

- *The Enormous Turnip*
- *The Three Little Pigs*
- *The Gingerbread Man*

We also included a more modern story "This is me" which was chosen following discussions with the children as they explored how we are all wonderfully unique and this is to be celebrated. These stories became the basis for weekly planning, with cross-curricular activities designed to extend learning across:

- Mathematics: counting, sequencing and size comparison
- Physical Development: role play, movement games, and fine motor skills
- Personal, Social and Emotional Development: turn-taking, exploring feelings, and storytelling in groups
- Cookery: exploration of sensory skills, maths, fine motor skills and teamwork

We found that these classic tales provided a holistic learning experience, enabling practitioners to support not only language development but encourage confidence and provide a platform for the children to create friendships as they role-played stories together. The positive benefits for their learning were evidenced through their improved spoken language skills, expressive vocabulary and confidence to engage and speak up in group time.

Spring Term Highlights: Celebrating our Global Preschool

Building on the strong partnerships formed with children and their families, the Spring term was a celebration of identity, culture, and community. Inspired by the children's own conversations about difference and belonging, we took the opportunity to explore the rich cultural heritage within our preschool.

We were privileged to have families representing a wide array of countries and cultures, including Mexico, China, Norway, Latvia, Turkey, South Africa, Assyria, Italy, Germany, The Philippines and of course the UK.

Each week, we celebrated a different country, inviting family members into the setting to share aspects of their heritage. These visits brought learning to life as children:

- Learned to say words in different languages
- Tasted traditional foods
- Explored cultural artefacts and clothing
- Enjoyed the music and movements of traditional dance
- Heard fascinating facts and stories from parents and carers

The pride families showed in sharing their backgrounds was deeply moving, and the children's excitement and curiosity was evident from the numerous questions families were asked by the children and the learning that their parents shared that they had talked about at home.

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

To deepen the experience, we designed workshops around each country's unique elements, covering:

- **Cookery:** preparing and tasting traditional dishes
- **STEM:** exploring inventions and experiments, together with those people who impacted the science and engineering world from these countries
- **Physical Development:** engaging in movement and games from different cultures
- **Sensory Play:** experiencing textures, scents, and sounds
- **Arts and Culture:** creating crafts, music, and storytelling inspired by each country

This term was a time of enrichment for all—children, families, and staff alike. It reinforced our commitment to inclusive practice and highlighted the importance of celebrating every child's identity. Most importantly, it allowed children to feel proud of who they are and where they come from, developing the sense of belonging and mutual respect within our preschool community.

Summer Term Highlights: Transitions, Tailored Learning, and Celebrating Progress

As the academic year drew to a close, the Summer term was dedicated to supporting children through key transitions. For our Saplings group, this meant preparing for their move to Reception, while children in Buds were getting ready to transition into Saplings or on to another setting.

Unlike the thematic approaches of previous terms, we made a deliberate shift to revisit the seven areas of learning outlined in the Early Years Foundation Stage (EYFS) curriculum. This strategic decision allowed us to:

- Tailor activities to each child's strengths and areas for development
- Provide targeted support for practitioners in planning and assessment of their key children
- Deepen our reflective practice and enhance the quality of teaching

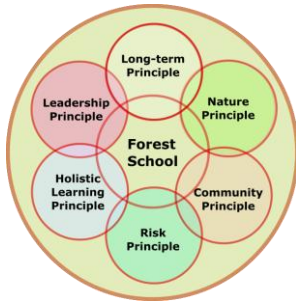
This approach proved highly effective. Practitioners reported a stronger understanding of their key children's learning journeys, and children demonstrated increased engagement and a clear appetite for learning.

We ended the year with our Graduation Show Show, held in the Forest School outdoor area. Every child took part in this performance that included songs accompanied by Makaton signing, celebrating the year's achievements and shared experiences.

Reflecting on the year, we are proud that evidence of progress was made for every child. This outcome is a testament to the dedication of our practitioners, who worked tirelessly to understand and support each child's unique needs. It is a fantastic achievement and one that reinforces our commitment to an inclusive and high-quality education programme.

For the period ended 31st August 2025

II. Forest School Programme – To embed Forest School skills suitable for the age group within the programme and further develop Forest School principles across our programme of activities.



Forest School continues to be central to our ethos and a significant pedagogical approach to deliver our curriculum. We therefore began the year reviewing the 6 principles core to Forest School (as identified by the Forest School Association) to ensure that our activities reflected these:

- **The Long-Term Principle:** Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
- **The Nature Principle:** Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world
- **The Community Principle:** Forest School uses a range of learner-centred processes to create a community for development and learning.
- **The Risk Principle:** Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- **The Holistic Learning Principle:** Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- **The Leadership Principle:** Forest School is run by qualified Practitioners who continuously maintain and develop their professional Practice.

We are privileged to have a spacious, wooded outdoor area that forms the heart of our preschool site. This adaptable natural space has enabled us to embed and expand our Forest School programme, ensuring it reflects the core principles of child-led exploration, seasonal learning, and holistic development.

Forest School continued to take place every weekday afternoon for the full academic year. We also identified that this cohort of children, the outdoor was key to supporting their needs and their learning as they were able to burn off energy through energetic play and movement, which had a positive impact on their levels of concentration during other parts of the day. We also adjusted our programme to ensure that our morning session also enabled a significant amount of time for being in the outdoors to support those children who also required this. We therefore prioritised being outside before 11am each morning.

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Under the leadership of our Forest School leader, activities were thoughtfully planned to reflect the changing seasons and use natural resources. Families were invited to contribute by collecting seasonal treasures from their home environments, enriching the programme and strengthening home and preschool connections.

Activities included leaf identification, developed artwork that reflected changing seasons using natural outdoor resources, planting of flowers as well as vegetables and fruit. The children-built bug hotels, hibernation boxes and bird feeders. They explored the different tracks that animals that visit the outdoor space (usually at night!) and were able to observe the deer from Knole Park as well as many squirrels, together with smaller creatures found under logs and rocks. They learnt about the different types of fungi and how we don't touch them but why they grow and the different types.

The outdoor improves physical development, particularly their gross motor skills together with balance and coordination, and using the rope crest and balance beams, different sizes of logs, a slide, a tyre swing and a climbing frame made from the branches of lopped trees and also climbing trees, the children were able to improve their skills along with learning about risk taking and resilience when faced with an activity that may cause fear and then overcoming.

Particularly in the Autumn term, with the children exploring traditional stories, when outdoors, the learning continued with the children opting to role play the stories outdoors. The children used outdoor blocks and planks to build bridges from The Three Billy Goats Gruff, to building the different houses for Three Little Pigs to great tug-of-war competitions inspired by The Enormous Turnip. The outdoor provided the children the opportunity to allow their imaginations to be realised, particularly with the Imagineering Shed which contains boxes filled with different materials and tools that the children were able to use to create, or play. The Gingerbread man was recreated in the mud kitchen along with recipes such as chocolate mud pie and other delicacies the children wanted to create for one another and the practitioners.

A number of the children whilst not requiring the more energetic activities, took a more engineering approach. Using blocks and planks, together with plastic tubing, lengths of guttering, the children constructed aeroplanes, pirate ships, cars, buildings, along with large construction walls and levels to transport water and toy cars. The problem solving, teamwork and communication developed through building their creations and realising their ideas, had a significant impact on the development of many of the children. Even those who children who did not engage in the building of them, either asked "can I make that" or had respect to leave the construction or provide input into developing it further. These wow moments were significant for these children and in many cases asked to leave it to build on over the days ahead or take a picture to ensure that it was captured.

For the period ended 31st August 2025

Embedding appropriate Forest School skills to teach the children over the year was a central element of the weekly programme with children invited to take part in the whittling of wood with peelers, sawing wood with a bow saw and learning how to use different tools e.g., trowels or using string to tie sticks and wood together. They learned how to build a fire and use flint and steel to light it. They enjoyed learning rope skills which also supported to learn about building dens which is a particular favourite of the children. These are all skills that they will continue to remember and we hope, develop.

With the Forest School being central to our programme, at this time we still only have one fully qualified Forest School leader who continues to excite and engage practitioners and children alike in a love of Forest School. This is something that we will be reviewing in the year ahead, however although not qualified many of the practitioners have a love for the outdoors and enjoy both creating and supporting fantastic Forest School inspired activities in the outdoor space.

While we currently have one fully qualified Forest School leader, many of our practitioners share a passion for outdoor learning and actively contribute to Forest School-inspired activities. Expanding our qualified team is a priority for the year ahead. The outdoor environment has been instrumental in supporting language development, risk-taking, resilience, confidence, and friendship building. As we welcome a new cohort of children, we look forward to continuing to use this learning platform to inspire curiosity, creativity, and growth.

III. Curriculum Planning and Approach – To continue to explore different teaching and learning approaches to better understand and meet the needs of the children at the setting

As included earlier in the report, throughout the year, our preschool remained committed to reviewing and adapting our practice to meet the evolving needs of the children in our care. This reflective and responsive approach was guided by a clear framework:

1. Assessment of individual needs and strengths
2. Integration of EYFS goals across all planned activities—indoors and outdoors
3. Identification and use of appropriate resources
4. Staff training and implementation of targeted strategies if required

As a result, we introduced a comprehensive visual support system across the setting. By securing a licence with *Communication In-Print*, we gained access to a full suite of visuals used consistently in both Buds and Saplings. These visuals supported:

- Daily routines and transitions
- Clear communication of expectations

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

- Emotional reassurance for children needing structure and knowledge of home time.

Staff carried visual prompts throughout the day, ensuring consistency and clarity. This had a demonstrable impact on children with communication and language needs, as well as those requiring support with self-regulation.

This year also identified that the use of Makaton supported those children struggling with communication, as well as those children who have a love of learning new skills and so were challenged to be able to remember and use different signs. These signs were built over the year and were then used during the Graduation Show Show. For next year, we aim to train more practitioners in Makaton and use more deliberately in our provision.

As mentioned earlier in the report, throughout the year, we explored different approaches to ensure that we responded to meeting the needs of the children and their way of learning. We explored a thematic approach eg through the use of particular stories and country exploration with families. As a team, we also explored the different schemas of play that then with this knowledge identified the different schemas the children used in their own play and how to ensure that we provided activities that reflected those schemas to support. For example, several children enjoy the transporting schema which involves moving objects from one place to another using bags, boxes, or hands. Children particularly enjoyed transporting water to different areas of the garden. This meant that on the days these children were in, we had different containers, guttering, pots, jugs and jars placed around the outdoors or in the imagineering shed, enabling the children to search, and use these. Adapting the setting to incorporate this, ensured whilst even more engaged, much more problem solving was taking place which was a great learning experience for the children.

Towards the end of the year, we made a strategic decision to focus more explicitly on the seven areas of learning within the EYFS curriculum. Activities were tailored to the children attending each day, with teams in Buds and Saplings working closely to:

- Extend learning opportunities
- Respond to individual needs
- Embrace child-led exploration

This approach strengthened staff confidence in planning and leading activities, improved assessment accuracy, and enhanced children's engagement and progress.

For the coming year, we are committed to building on this approach. We will continue to explore evidence-based programmes to support curriculum planning and delivery, ensuring that every child receives a high-quality, inclusive, and personalised experience.

IV. Safeguarding and Welfare – To continuously review and revise practice for the health and well-being of every child at the setting.

Safeguarding remains the highest priority at our preschool. Our commitment is to ensure that every child is safe, secure, and supported—both within the setting and beyond. This year, we continued to embed a robust safeguarding culture, with every individual involved in the preschool—staff, trustees, families, and students—playing an active role in upholding our safeguarding responsibilities.

Manager

The Manager, who also serves as the Designated Safeguarding Lead (DSL), completed the annual DSL Refresher Course to remain up to date with the latest statutory guidance and best practice. Key updates were shared with the team through regular staff meetings. In preparation for upcoming changes to the Early Years Foundation Stage (EYFS) recruitment requirements from September 2025, the Manager also completed 'Safer Recruitment' training, despite no active recruitment taking place during the year.

Preschool Staff

All practitioners were actively engaged in safeguarding throughout the year. Key measures included:

- Safeguarding as agenda item at every staff meeting, with scenario-based discussions informed by reviewing incidents reported on within the media (e.g., choking, abuse, lockdown procedures).
- Ongoing training through the NSPCC, with all staff required to complete Safeguarding and Child Protection training every two years.
- Policy engagement, with staff required to read and sign all updates to the setting's safeguarding policy, as well as bulletins from the NSPCC, Kent County Council, and government announcements.
- Supervision and appraisal, with safeguarding and whistleblowing discussed during both supervision meetings and annual appraisals. Staff were reminded of their duty to escalate concerns beyond the Manager if necessary, with clear guidance on external contacts (e.g., KCC, NSPCC).

Committee of Trustees

Safeguarding is a shared responsibility. All members of the Committee of Trustees completed NSPCC safeguarding training, held enhanced DBS checks, and subscribed to the update service. A designated safeguarding representative—Jocelyn Walbridge—provided oversight and challenge to ensure safeguarding remained central to all aspects of provision.

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Parents

Parents and carers were kept informed of safeguarding practices through newsletters and direct communication. The annually updated safeguarding policy was shared with all families, along with timely updates throughout the year. A key focus was ensuring prompt arrival and attendance reporting, with families required to notify the setting of absences or lateness before opening. This procedure ensured that all children were accounted for by 9:30am each day and was well supported by families once its purpose was clearly communicated.

Children

Children were actively included in understanding the importance of safety. Visual signage—such as “stop” signs—was reinforced through discussion and modelling by staff. Children were supported in learning the reasons behind rules and boundaries, engaging them in creation of safeguarding posters that were meaningful to them.

Work Experience Students

We welcomed four work experience students this year. Prior to their placement, each student:

- Completed NSPCC online safeguarding training
- Signed to confirm they had read the Safeguarding and Child Protection Policy, Acceptable Use and Wi-Fi Policy, and Volunteer Code of Conduct
- Participated in a comprehensive induction with the Manager, including a tour and clear expectations

Students spent time in both Buds and Saplings under the supervision of a key staff member and reported a deeper understanding of safeguarding as a result of the training completed in advance that supported their practice.

Health and Safety – Allergies

This year saw a significant increase in children with severe allergies, including anaphylaxis. While primarily a health and safety concern, allergy management is integral to safeguarding. Our response included:

- Individual placemats displaying each child's name, photo, allergy details, and—where applicable—emergency action plans for auto-injector use
- Visual differentiation at snack time e.g., coloured glasses for dairy alternatives
- Universal use of dairy-free butter to reduce risk
- Pre-lunch checks for those seated near child with allergies to prevent cross-contamination
- Medical condition placemats with action plans for health needs

This structured and proactive approach proved highly effective and will remain in place moving forward.

Management of the Setting:

1. Staff Development – To support staff practice further through observation, supervision and appraisal and further specific training for staff members.

Feedback from parents and trustees continues to affirm the dedication, professionalism, and impact of the preschool team. This year, the staff demonstrated exceptional commitment, particularly in light of operating one member down due to maternity leave. With four practitioners supporting the Buds room and three in Saplings, the team maintained high standards of care and learning throughout the year and were excellent at supporting one another.

Recognising the importance of continuous professional development (CPD), the Manager prioritised staff support through – Peer-to-peer observations, regular supervisions and an end-of-year appraisal. These initiatives aimed to foster more reflective practice, strengthen team collaboration, and provide helpful feedback to inform individual practice.

Despite best intentions, the implementation of these initiatives was impacted by staffing ratios and a high incidence of illness across the whole team. These factors limited opportunities for dedicated time to conduct observations and supervisions. Additionally, staff expressed feelings of anxiety around appraisals and supervisions, even when framed as supportive. The Manager has committed to addressing this in the year ahead, with the aim of creating a more reassuring experience—an objective that will be included in the Manager's own appraisal.

Peer-to-peer observations conducted in Term 2 had a positive impact, allowing staff to appreciate each other's strengths and approaches. However, the observation framework sheet used was found to be overly structured and restrictive. Moving forward, a more flexible format will be adopted to better capture of great practice and allow for more reflection.

Staff participated in two supervisions—one in the Autumn term and one in Spring. These sessions provided space to discuss well-being, review progress against objectives, and adapt goals in response to the needs of the children in their room. End-of-year appraisals were largely successful, with two staff members rescheduled due to illness. The process was achievement-focused and supportive, reinforcing the value of reflection over the year.

Staff objectives included targeted training to support their professional development. Notable achievements included:

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

- SENCo Leadership: One staff member assumed the SENCo role during maternity leave, undertaking extensive training to support children with particular needs. This coincided with Kent's rollout of a revised SEN framework, requiring participation in webinars and meetings to stay informed. With children requiring specific SEN support during the year, the SENCo was very prompt to engage with KCC and secured funding early in the year.
- Child Brain Development: Two staff members pursued training in early brain development, deepening their understanding of cognitive growth and its implications, for example the "flipping the lid" moments.
- Knowledge Sharing: Staff who attended training were encouraged to share key insights during team meetings, sparking valuable discussions and interest in further learning.

As members of the Early Years Alliance, staff had access to a wide range of training opportunities, along with government-provided modules to support early years education. Dingley's Promise, another charitable organisation also provided a number of SEN course, which were valuable, and staff were actively encouraged to engage with these resources to enhance their practice.

We are proud to report that two members of staff are currently completing their Level 3 Early Years qualification. Despite facing some challenges (at times with the training provider), both individuals have shown resilience and enthusiasm, supported by the wider team. We look forward to celebrating their achievements in the coming year.

II. Engagement in Early Years – To facilitate opportunities to engage young people to consider an Early Years career.

With the media continuing to highlight the crisis facing the Early Years sector, driven by low pay, poor morale, and high staff turnover, our preschool remains committed to being part of the solution. We believe that one of the most impactful ways to address this challenge is by engaging and inspiring young people to consider Early Years as a rewarding career.

This year, we welcomed four students for work experience placements, both school and college students over the year. Each undertook the equivalent of a week's placement, spending time in both Buds and Saplings, and participating in Forest School activities. Prior to their placements, students completed safeguarding training and received an induction from the Manager, covering policies, expectations, and a tour of the setting. Throughout their time with us, students were supported by key staff members and immersed in the daily preschool activities.

Each student brought something unique to the setting, and they were warmly welcomed by both children and staff. We observed a consistent pattern of growth in confidence—

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

from initial nervousness to full engagement, with students learning children's names, interests, and routines. While not all students may pursue a career in Early Years, we felt the experience provided a deeper appreciation for the role of practitioners, a first-hand insight into the demands and rewards of the profession and an increased respect for the dedication and energy required as most said they were going home to rest!

Overall, the experience has been positive and so building for the year ahead, we will explore approaching colleges that provide Early Years training and maintain links with schools to help support those students who may like to consider Early Years as a career.

III. Financial Planning and Management– To further explore opportunities to review finances and identify cost saving measures and sustainable practice.

In early 2024, the Finance sub-committee of the Committee of Trustees partnered with the Manager and Office Manager to create a financial forecasting model. This was to determine a conservative income projection and a formula to determine fee levels and the number of government-funded places that could be offered. This work was undertaken in advance of the expanded entitlement for working parents, which extended funding to children from the age of two. The aim was to ensure that we continued to balance our budgets and continue to explore a sustainable financial approach in light of the turbulent financial landscape of Early Years.

Given the absence of a precedent regarding the potential uptake of the new funded places, we created a scenario modelling to assess potential outcomes and agreed to offer a limited number of places under the new entitlement. Despite offering early places and efforts to secure enrolments, several families withdrew their places with minimal notice at the beginning of the academic year in September 2024, resulting in a projected financial shortfall.

This situation was further compounded by the announcement of the final phase of the working parent entitlement, which would extend up to 30 hours of funded childcare for children aged 9 months to 3 years from September 2025. While initial government guidance appeared to support the preschool's revised admissions policy, Kent County Council's subsequent interpretation introduced more restrictive conditions, significantly affecting operational and financial planning.

Key implications included:

- **Session length Adjustment:** The additional 15 minutes at the end of morning and full-day sessions was deemed an "enforced break" under the funding rules, requiring its removal. This shortened the preschool day and resulted in a budget shortfall of approximately £4,000.

For the period ended 31st August 2025

- **Universal Access Requirement:** The preschool was no longer permitted to limit the number of funded places. Acceptance of government funding necessitated offering places to all eligible families, which substantially impacted projected income.
- **Staffing Impacts:** Staff working hours were reduced by 15 minutes per day. Alongside this, the Committee of Trustees approved a salary increase to bring staff salaries further in line with national living wage increases, this also ensured staff maintained or improved their monthly earnings despite the shorter working day.

Throughout the year, the preschool explored various strategies to offset the financial impact. These included offering additional sessions, securing fixed utility rates for a minimum of two years, implementing targeted budget reductions, and the Manager absorbing some overtime responsibilities. Additionally, the decision not to recruit for a maternity leave cover contributed to cost savings.

Despite the challenges faced, the preschool concluded the financial year with a cash surplus. At one point, the projected loss was estimated at £12,000, making the final outcome a testament to prudent financial management and the dedication of the leadership team.

IV. Committee Management and Governance – To identify specific objectives to successfully govern the setting and identify risks and their mitigation

Since November 2022, the Committee of Trustees has remained largely unchanged. This continuity has been instrumental in maintaining strong governance and oversight of the charity, particularly during the ongoing challenges faced by the Early Years sector. The Committee operates with an additional two sub-committees—Finance and HR—which have provided essential oversight of budgeting and workforce management. This structure has enabled the Manager to concentrate on day-to-day operations, ensuring staff are well-supported and financial monitoring is robust.

Recognising emerging risks, the Manager proposed the development of a comprehensive risk matrix to identify and mitigate potential threats. To support strategic planning and accountability, it was also agreed for the Committee to establish a set of annual objectives. These objectives aim to ensure that required documentation—such as budget reports—is prepared in a timely and structured manner throughout the year.

A draft risk matrix has been developed collaboratively between the Manager and the Treasurer of the Committee, outlining key risks and proposed mitigation strategies. Examples of identified risks include:

For the period ended 31st August 2025

- **Structural damage to the building:** Contingency planning for alternative operational locations.
- **Major capital expenditures:** Funding strategies for essential infrastructure replacements (e.g., outdoor cover, sewage treatment system).
- **Staff turnover:** Succession planning for critical roles such as Manager, Office Manager, and Forest School Leader.

Proactive planning for such scenarios is considered essential. The Committee's involvement in exploring and addressing these risks will continue to be a priority over the coming year. Additionally, the Treasurer has outlined a set of objectives and workstreams to further strengthen governance and operational resilience.

Partnership working:

1. Local Community – To identify and build opportunities for the children to engage within the Community.

As children from the preschool began a period of transition to prepare for primary school, the continued collaboration with local primary schools played a vital role in ensuring a smooth and positive experience. This year, many of the schools where children had secured places actively engaged with the preschool. In most cases, Early Years teachers or leads visited the preschool to observe the children in their familiar environment, gaining valuable insights into each child's development and personality.

Working in partnership with these schools, a tailored transition programme was implemented. This included a variety of initiatives such as taster sessions, invitations for preschool practitioners to accompany children during school visits, and opportunities for children to discuss their upcoming school experience within the preschool. These collaborative efforts placed the well-being of each child at the heart of the transition process, helping to ease anxieties and build excitement for the next stage in their education.

Throughout the year, the preschool also placed a strong emphasis on gardening and healthy eating. Children participated in growing vegetables and fruits, which were then used in cookery workshops. Weekly trips to the Sevenoaks market became a highlight, where stallholders warmly engaged with the children, discussing produce and often gifting them items to try—such as snow melon. These visits provided rich learning experiences, from identifying and purchasing produce to developing social and communication skills.

For the period ended 31st August 2025

The impact of these market visits extended beyond the preschool, with several children encouraging their families to visit the market together on weekends. This initiative not only supported the children's learning but also strengthened the preschool's connection with the local community—an ongoing source of pride and support.

II. Parental Engagement – To continue to engage parents in supporting their child's development and partnership with the preschool

Parental involvement continues to be a significant factor of the preschool's success, fostering a whole-family approach that enriches the experience for every child. The positive impact of parent participation is immeasurable—time and again, we have observed increased pride, engagement, and confidence in children whose parents are actively involved in preschool life. Without any formal advertising in place, the preschool's reputation has grown organically through parent recommendations within the community. This year, parent engagement has been evident across several key areas:

Curriculum Participation – As part of the “All About My World” programme during the Spring term, parents from various cultural backgrounds visited the setting to share stories, food, traditions, dress, dance, and facts about their countries. This deeply enriched the children's learning experience, especially for those whose families participated. The programme fostered pride in cultural heritage and strengthened community bonds. At the Graduation Show Show, parents were moved to see that all children could recognise the flags of the countries explored—an unforgettable moment that highlighted the preschool's celebration of global cultures.

Fundraising Events – Parents played a vital role in fundraising efforts, contributing prizes, manning stalls, baking goods, and buying lots of raffle tickets! These events also welcomed incoming families, creating a warm and inclusive atmosphere. Thanks to this support, nearly £3,000 was raised towards the development of the outdoor Forest School shelter and a new Castle play area.

Parent Consultations – The preschool remains committed to partnering with parents in their child's development. Two formal consultations are held each academic year: one in the Autumn term to discuss developmental milestones, and another in the Summer to review progress and prepare for the next stage. These consultations use Kent County Council's developmental reports, aligned with EYFS and Development Matters guidance.

Celebratory Events – The preschool proudly showcases the children's talents and engagement through events such as the Nativity and the Graduation Show Show. These performances allow parents to witness their child's creativity and confidence, with each event filled with brilliant, unplanned and spontaneous moments that reflect the unique spirit of the preschool.

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Voluntary Contributions – In response to funding shortfalls in the Early Years sector, many parents have made voluntary financial contributions, helping to maintain the preschool's secure financial position.

Matched Funding – Some families have accessed matched funding schemes through their employers, providing an additional avenue for financial support.

Weekly Newsletter – A weekly newsletter keeps families informed about recent activities and upcoming plans. It includes requests for donations of materials, notices, and updates. This communication encourages weekend family engagement, with children contributing items and stories that enhance their involvement in weekly themes.

Committee of Trustees – Several parents continued to serve on the Committee of Trustees, offering their time, expertise, and commitment to the preschool's governance and strategic direction. Their contributions have been invaluable in supporting the preschool's ongoing success.

Beneficiaries of our services

The key beneficiaries of our services are children aged 2–4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the preschool's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we had 45 children on our register who attend different sessions over the week. Following on from last year we continue to allow up to a maximum of 36 children per session. Of these children, 4 have English as an additional language and 2 are in receipt of extra funding (SENIF) for learning support.

The children's progress is monitored throughout the year using the revised Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs were monitored using a targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, the first term's theme was titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with English as an additional language have made great progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others both familiar and unfamiliar.

Financial review

The Children's Workshop manages finances and monitors the annual budget on a cash basis, ensuring as much as possible that all income and expenditure is aligned with the annual accounting period.

Cash Balances

Cash balances increased by £4,000 over the annual accounting period to £107,000 at 31 August 2025. Cash flows from operating activities were positive, up £10,000 over the period. Part of this uplift was related to higher levels of New Starter Deposit (NSD) levels introduced in early 2025. When adjusting for these higher levels of NSDs, operating cash was up

(In April 2025, the level of New Starter Deposits was increased from £100 to £200 per child. This was to improve commitment to new places and to reduce the risk of places being pulled at the last minute which can create unexpected, but sometimes large, drops in income. The level of NSDs aligns with the wider preschool landscape locally.) There was £6,500 of investment spending during the period. This was for the purchase of a new garden structure to support the Forest School curriculum and wider outdoor activities in the garden. This will be installed in autumn 2025. Cash has been allocated towards this from Fundraising Activities, generated over the recent two–three year period.

Income

Income was slightly down from £205,000 to £204,000 in the previous period. Overall the drop represents a reduction in capacity as a result of one member of staff on maternity leave (without full cover, for the entire year) and the fact that hours were reduced slightly from April 2025 (see below). The majority of income, £204,000, was generated through preschool fees and government contributions. The proportion of income from government funding and parent funding has always varied depending on the cohort of children in any given year. However, as a result of the expansion of the government funded Working Parent Entitlement scheme, from the summer term 2024 and into 2025, there has been a marked shift in the balance of income towards government funding. In 2024–25, income from government funding was £113,000 and from fee income £90,000 (compared to £92,000 and £112,000 respectively in the previous period). As the government funded per hour rate is significantly lower than the pre–school fee rate this has created downward pressure on income which is likely to be sustained going forward.

In April 2025, income was further impacted when the government revised guidance for the Working Parent Entitlement which impacted how sessions could be offered to those on the scheme. Following careful consideration by the Committee, it seemed the only

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

option was to reduce the operating hours of the setting overall. Expenditure on staff costs was reduced in line with the reduction of hours.

The number of places being offered under the Working Parent Entitlement scheme was initially capped and the number of places, along with the financial impact, continues to be closely monitored.

Other sources of income include grants, voluntary contributions, fundraising and investment (interest earned on cash, deposits at bank). Overall the income from these decreased to £8,000, from £14,000 in the previous period.

Expenditure

Total expenditure for the year ending 31 August 2025 was £214,000, up from £211,000 in the previous period. Staff costs represent the majority of expenditure and accounted for £169,000, up from £167,000 in the previous period. The increase in staff costs was limited, as one member of staff was on maternity leave for the entire year and statutory maternity pay was reclaimed from HMRC through Small Employers Relief. When adjusting for SMP, salary increases were applied in April 2024 and April 2025. The increase in hourly rates reflected the increase in the National Living Wage of 10% and 7% through both periods. In August 2025, a performance related bonus was paid to all members of staff.

Non-staff expenditure was broadly flat at £45,000, compared to £46,000 in the previous period. While some costs increased broadly in line with inflation with constant discipline and monitoring of non-staff expenditure, and a concerted effort to identify cost savings there have been some notable savings. For example, the charity now receives additional discretionary relief for Business Rates – meaning that the bill for the period was £0 compared to £1,000 in the previous period.

Overall

The Children's Workshop made a loss of £2,500, for the year ending 31 August 2025, which includes £10,000 of depreciation (non-cash) expenditure. This compares with a profit of £7,000 in the previous period. The net asset balance was £225,000 as at 31 August 2025, down from £229,000 at 31 August 2024.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs as a general fund. Due to prudent budgeting, general reserves as at 31st August 2025 were £83,235.08 which means that The Children's Workshop has built up sufficient reserves

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2025–2026

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards:

- I. **Educational Programme** – To deliver a high-quality holistic educational programme that supports each child's development, with tailored activities that foster strong foundations for learning and enables every child to reach their full potential.
- II. **Forest School Programme** – To deliver the early years curriculum through a Forest School approach, using nature-based experiences to support holistic development and foster children's confidence, independence, and curiosity.
- III. **Curriculum planning and approach** – To continue to explore different teaching and learning approaches to better understand and meet the needs of the children at the setting.
- IV. **Safeguarding and Welfare** – To continuously review and revise practice for the health and well-being of every child at the setting.

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- V. **Staff Development** – To create a positive, reflective and supportive approach to staff supervisions and appraisals, encouraging open dialogue, wellbeing, and ongoing professional growth.
- VI. **Engagement in Early Years** – To continue to facilitate opportunities to engage young people to consider Early Years career.
- VII. **Financial Planning and Management** – To identify cost-saving measures and apply financial modelling to strengthen budgeting accuracy and long-term planning.
- VIII. **Committee Management and Governance** – To identify specific workstreams to successfully govern the setting and risk matrix to mitigate risk.

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

III. **Local Community** – To identify and build opportunities for the children to engage within the Community.

IV. **Parental Engagement** – To continue to engage parents in supporting their child's development and partnership with the preschool.

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (Finance, HR and Fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict-of-interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

<u>Current committee members</u>	<u>Date of appointment, election or re-election</u>
Andrew Scrace (Chair)	November 2024
Catherine Burgess (Treasurer)	November 2024
James Warner (Secretary)	November 2024
Nicky Mackert (Preschool Manager)	November 2024
Jillian Battersby	November 2024

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

Inese Brand	November 2024
Kristina Brockington	November 2024
Mark Cheeseman	November 2024
Katie Garman	November 2024
Kinvara Rogers	November 2024
Dr Jocelyn Walbridge	November 2024

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statement unless they are satisfied that they give a true and fair view of the state of affairs of charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing the financial statements the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and accounting estimates that are reasonable and prudent; and
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business

The trustees are responsible for keeping adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charitable company and to enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and

The Children's Workshop Trustees' Report

For the period ended 31st August 2025

hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2025 was 45 (2024: 47). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

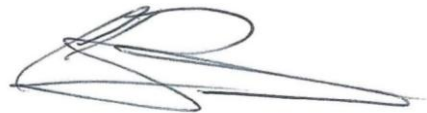
Small Company Rules

This report has been prepared in accordance with the special provisions relating to companies subject to the small companies regime within Part 15 of the Companies Act 2006.

The trustees' report was approved by the Committee of Trustees on 21st October 2025 signed on their behalf by:



Andrew Scrace
Chair of Committee of Trustees



Catherine Burgess
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

For the period ended 31 August 2025

I report to the charity trustees on my examination of the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2024 to 31 August 2025.

Responsibilities and Basis of Report

As the charity trustees of the Company (and also its directors for the purposes of company law), you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ("the 2006 Act"). Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ("the 2011 Act"). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

Independent Examiner's Statement

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

1. accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act;
2. the accounts do not accord with those records;
3. the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
4. the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

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:



Name: G K Bensted FCCA

Date:

26/10/25

The Children's Workshop

Consolidated statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2024 to 31 August 2025

		Year to 31/08/2025			Year to 31/08/2024		
	Note	Unrestricted £	Restricted £	Total £	Unrestricted £	Restricted £	Total £
Income from:							
Donations/legacies/Grants	2	3,838	1,058	4,897	9,113	3,600	12,713
Charitable activities	3	199,882	3,933	203,815	204,358	300	204,658
Investment income	4	3,066	-	3,066	1,069	-	1,069
Total income		206,786	4,991	211,778	214,540	3,900	218,440
Expenditure on:							
Raising funds	5	-	-	-	39	-	39
Charitable activities							
Pre-school	5	214,342		214,342	208,839	2,098	210,937
Total expenditure		214,342	-	214,342	208,878	2,098	210,976
Net income / (expenditure) before net gains / (losses) on investments		(7,556)	4,991	(2,564)	5,662	1,802	7,464
Net gains / (losses) on investments		-	-	-	-	-	-
Net income / (expenditure) for the year	14	(7,556)	4,991	(2,564)	5,662	1,802	7,464
Transfers between funds		-	-	-	-	-	-
Net income / (expenditure) before other recognised gains and losses		(7,556)	4,991	(2,564)	5,662	1,802	7,464
Gains / (losses) on revaluation of fixed		-	-	-	-	-	-
Other gains / (losses)		-	-	-	-	-	-
Net movement in funds		(7,556)	4,991	(2,564)	5,662	1,802	7,464
Reconciliation of funds:							
Total funds brought forward		227,078	1,802	228,880	221,416	-	221,416
Total funds carried forward		219,522	6,793	226,316	227,078	1,802	228,880

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2025

	Note	2025 £	2024 £
Fixed assets:			
Tangible assets	8	125,788	129,735
		125,788	129,735
Current assets:			
Debtors	9	3,259	2,268
Balance at Bank		107,295	103,352
		110,554	105,620
Liabilities:			
Creditors: amounts falling due within one year	10	10,025	6,474
		100,529	99,146
Net current assets / (liabilities)		226,317	228,880
Total assets less current liabilities		226,317	228,880
Creditors: amounts falling due after one year		-	-
Net assets excluding pension asset / (liability)		226,317	228,880
Defined benefit pension scheme asset / (liability)		-	-
Total net assets / (liabilities)		226,317	228,880
Funds:	13		
Restricted income funds		6,793	1,802
Unrestricted income funds:			
Designated funds		119,248	141,631
Revaluation reserve		-	-
Pension reserve		-	-
General funds		100,275	85,447
Non-charitable trading funds		-	-
Total unrestricted funds		219,523	227,078
Total funds		226,317	228,880

The Children's Workshop

Balance sheet

As at 31 August 2025

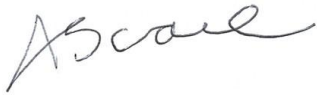
For the year ending 31 August 2025 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

Approved by the trustees on 21st October 2025 and signed on their behalf by :



Andrew Scrace
Chair



Catherine Burgess
Treasurer

The Children's Workshop

Statement of cash flows

For the period 1 September 2024 to 31 August 2025

	Note	Year to 31/08/2025		Year to 31/08/2024	
		£	£	£	£
Cash flows from operating activities					
Net cash provided by/ (used in) operating activities	14		10,483		20,266
Cash flows from investing activities:					
Dividends, interest and rents from investments		-		-	
Proceeds from the sale of fixed assets		-		-	
Purchase of fixed assets		(6,540)		-	
Proceeds from sale of investments		-		-	
Purchase of investments		-		-	
Net cash provided by / (used in) investing activities			(6,540)		-
Cash flows from financing activities:					
Repayments of borrowing		-		-	
Cash inflows from new borrowing		-		-	
Receipt of endowment		-		-	
Net cash provided by / (used in) financing activities			-		-
Change in cash and cash equivalents in the year			3,943		20,266
Cash and cash equivalents at the beginning of the year			103,352		83,086
Change in cash and cash equivalents due to exchange rate movements					-
Cash and cash equivalents at the end of the year			107,295		103,352

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

c) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

Key judgements (excluding those involving estimates) that the charitable company has made which have a significant effect on the accounts include depreciation rates for tangible fixed assets.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

d) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

For legacies, entitlement is taken as the earlier of the date on which either: the charity is aware that probate has been granted, the estate has been finalised and notification has been made by the executor(s) to the charity that a distribution will be made, or when a distribution is received from the estate. Receipt of a legacy, in whole or in part, is only considered probable when the amount can be measured reliably and the charity has been notified of the executor's intention to make a distribution. Where legacies have been notified to the charity, or the charity is aware of the granting of probate, and the criteria for income recognition have not been met, then the legacy is treated as a contingent asset and disclosed if material.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

e) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

f) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

g) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

h) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose

Expenditure on charitable activities includes the costs of running the preschool and its associated support costs

Other expenditure represents those items not falling into any other heading.

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

i) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

j) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

Modular Building	20 years
Fixtures & Fittings	4 years
Computers & equipment	3 years

k) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account. Cash balances exclude any funds held on behalf of service users.

m) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

n) Taxation

The charity is an exempt charity within the meaning of schedule 3 of the Charities Act 2011 and is considered to pass the tests set out in Paragraph 1 Schedule 6 Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

2 Income from donations and legacies

	Unrestricted £	Restricted £	Year to 31/08/2025 Total £	Year to 31/08/2024 Total £
Donations	2,225	-	2,225	5,409
Grants	-	1,058	1,058	3,600
Fundraising events	1,613	-	1,613	3,704
	3,838	1,058	4,897	12,713

The Children's Workshop

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

3 Income from charitable activities

			Year to 31/08/2025	Year to 31/08/2024
	Unrestricted £	Restricted £	Total £	Total £
Pre-School Fees	89,814	-	89,814	111,626
Government contributions to fees	109,367	3,933	113,300	92,497
Contribution to school trips, uniform etc	700	-	700	535
Total income from charitable activities	199,882	3,933	203,815	204,658

4 Income from investments

			Year to 31/08/2025	Year to 31/08/2024
	Unrestricted £	Restricted £	Total £	Total £
Bank Interest	3,066	-	3,066	1,069
	3,066	-	3,066	1,069

The Children's Workshop

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

5 Analysis of expenditure

	Charitable expenditure: Pre- school	Governance costs	Support costs	Year to 31/08/2025	Year to 31/08/2024
	£	£	£	£	£
Staff costs (Note 6)	142,004	8,023	19,202	169,228	167,401
Equipment	878	-	-	878	3,488
Pre-school Supplies (incl snack)	547	-	-	547	598
School activities	-	-	-	-	-
Recruitment	120	-	-	120	-
Rent	-	-	-	-	-
Ground Rent	2,935	-	-	2,935	2,435
Utilities	5,467	-	-	5,467	5,136
Maintenance costs	1,719	-	-	1,719	808
Cleaning costs	2,200	-	-	2,200	1,806
Other premises costs	833	-	-	833	1,345
Business Rates	-	-	-	-	1,115
Insurance	2,087	-	-	2,087	1,768
Professional costs	607	4,219	-	4,826	3,723
T-shirts and book bags	438	-	-	438	251
Training costs	2,035	-	-	2,035	602
Fundraising costs	-	-	-	-	39
Office supplies	5,778	-	-	5,778	4,556
Depreciation	10,486	-	-	10,486	11,897
Phone	1,067	-	-	1,067	1,255
Other administration costs	-	-	-	-	-
Bank charges	100	-	-	100	89
Loan financing - interest	-	-	-	-	-
Transportation costs	13	-	-	13	73
Other Volunteer Expenses	-	-	-	-	-
Gifts	115	-	-	115	140
IT & Accounting Software	1,005	-	-	1,005	669
Subscriptions	2,465	-	-	2,465	1,782
	182,899	12,242	19,202	214,342	210,976
Support costs	19,202		(19,202)	-	-
Governance costs	12,242	(12,242)		-	-
Total expenditure 2025	214,342	-	-	214,342	210,976
Total expenditure 2024	210,976	-	-	210,976	

Of the total expenditure, £215,650 was unrestricted (2024: £208,878) and £nil was restricted (2024: £2,098).

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2025	Year to 31/08/2024
	£	£
Salaries and wages	161,448	161,030
Redundancy and termination costs	-	-
Social security costs	4,522	3,585
Pension contributions	3,258	2,786
	169,228	167,401

No employee earned more than £60,000 during the year (2024: £60,000)

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2024: £ nil).

One trustee was employed by the charity during the year.

Nicola Mackert was paid £33,703 under a contract of employment as the preschool manager.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2025	Year to 31/08/2024
	No.	No.
Pre-school	9	9
Support	1	2
Governance	-	1
	10	11

The Children's Workshop

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

8 Tangible fixed assets

	Pre-school building £	Fixtures and fittings £	Computers & equipment £	Motor vehicles £	Total £
Cost					
At the start of the year	209,717	-	5,427	-	215,144
Additions in year		6,540	-	-	6,540
At the end of the year	209,717	6,540	5,427	-	221,684
Depreciation					
At the start of the year	79,983	-	5,427	-	85,410
Charge for the year	10,486		-	-	10,486
At the end of the year	90,469	-	5,427	-	95,896
Net book value					
At the end of the year	119,248	6,540	-	-	125,788
At the start of the year	129,734	-	-	-	129,734

All of the above assets are used for charitable purposes.

9 Debtors

	2025 £	2024 £
Trade debtors	-	52
Prepayments	259	2,216
Other Debtors	3,000	-
	3,259	2,268

10 Creditors: amounts falling due within one year

	2025 £	2024 £
Other Creditors	2,199	839
Trade Creditors	-	1,946
Accruals	960	960
Deferred income	6,866	2,730
	10,025	6,475

The Children's Workshop

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

11 Deferred income

	2025 £	2024 £
Balance at the beginning of the year	2,730	5,083
Amount released to income in the year	(2,730)	(5,083)
Amount deferred in the year	6,866	2,730
Balance at the end of the year	6,866	2,730

12 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	125,788	-	125,788
Net current assets	100,275	(6,540)	6,793	100,529
Net assets at the end of the year	100,275	119,248	6,793	226,317

13 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school	1,802	4,991	-	-	6,793
Total restricted funds	1,802	4,991	-	-	6,793
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	141,631	-		(22,383)	119,248
Total designated funds	141,631	-	-	(22,383)	119,248
General funds	85,447	206,786	(214,342)	22,383	100,274
Total unrestricted funds	227,078	206,786	(214,342)	-	219,522
Total funds	228,880	211,778	(214,342)	-	226,316

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Notes to the financial statements

For the period 1 September 2024 to 31 August 2025

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

14 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2025	Year to 31/08/2024
	£	£
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	(2,564)	7,464
Depreciation charges	10,486	11,897
(Increase)/decrease in debtors	(991)	(486)
Increase/(decrease) in creditors	3,551	1,391
Net cash provided by / (used in) operating activities	10,483	20,266

15 Analysis of cash and cash equivalents

	At 1 September 2024	Cash flows	Other changes	At 31 August 2025
	£	£	£	£
Cash at Bank	103,352	3,943	-	107,295
Total cash and cash equivalents	103,352	3,943	-	107,295

16 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Report and financial statements

For the period ended 31st August 2024



Contents

Reference and administrative information 1

Trustees’ annual report 2

Independent examiners report 28

Statement of financial activities (incorporating an income and expenditure account) 29

Balance sheet 30

Consolidated statement of cash flows 31

Notes to the financial statements 32

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2024

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Andrew Scrace (Chair) Catherine Burgess (Treasurer) James Warner (Secretary) Kristina Brockington Mark Cheeseman Katie Garman Nicola Mackert Kinvara Rogers Dr Jocelyn Walbridge
Key management Personnel	Nicola Mackert (Preschool Manager) Claire Bridger (Deputy Manager) Claire Charlton (Office Manager)

The trustees present their report and the financial statements for the period ended 31st August 2024.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together – children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude:

- We nurture our children's sense of self and belief
- We foster Self-Involvement, Engagement, Motivation, Risk Taking and Assessing
- We encourage exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and its sustainability
- We love to learn outdoors; we have a special focus on forest school inspired activities
- We strive to enthuse our children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork and building friendships
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing children's resilience, independence, and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. ***Children's Learning and Development*** – to provide an exciting, high quality and varied learning programme for all children attending.
2. ***Management of Setting*** – to run the setting effectively and efficiently.
3. ***Partnership Working*** – to create and sustain positive and mutually-beneficial partnerships with organisations in the community.

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2023–2024 Aims and Objectives

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus was aimed towards:

- i. **Educational Programme** – To identify and adapt inspirational programmes and activities that reflect the needs of the children at the preschool, and supports delivery of the EYFS curriculum.
- ii. **Forest school development** – To develop a gardening approach to the outdoor programme including sustainability, building on the forest school principals and outdoor focus.
- iii. **Curriculum planning and approach** – To build on the achievements of last academic year and explore different teaching and learning approaches to better understand and meet the needs of the children at the setting.
- iv. **UN Sustainable Development Goals** – To build on the initial programme around the goals and develop intrinsic practices in the setting.
- v. **Safeguarding and Welfare** – To continue to review and revise practice for the health and well-being of every child at the setting.

For the period ended 31st August 2024

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus was aimed towards:

- i. **Staff Development** – To continue to invest in training for staff members, promote working in the Early Years sector and provide opportunities to experience working in Early Years to encourage more practitioners into this sector.
- ii. **Business Administration** – To evaluate and identify learnings from new administration and learning journal software.
- iii. **Financial Planning and Management** – To explore efficiencies and processes to streamline finances across the setting
- iv. **Committee Management and Governance** – To explore further opportunities to build the strong partnership between the Committee and setting that has been developed and identify opportunities to streamline processes for Committee members.

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus was aimed towards:

- i. **Local Community** – To identify and build opportunities for the children to engage within the Community.
- ii. **Parental Engagement** – To continue to engage parents in supporting their child's development in partnership with the preschool.

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 years and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Detailed in this report are the achievements and performance of the organisation reflecting the 2023–2024 aims and objectives that had been set.

The financial pressures that continued to be placed on the Early Years sector, were reflected in the increasing wait list for places at the preschool with the announcement of more Early Years settings closing in the area. With limited spaces available, being able to support families when settings had closed was difficult but any spaces possible were filled. This year also saw the rollout of the Government's new Working Parent Entitlement, providing more financial support for working parents. For the preschool this yet again placed another financial pressure on the budget exploring whether it would be financially viable to be able to offer this government funding option to families.

Throughout, the preschool continued to deliver a high quality and engaging programme throughout the year with particular highlights being the exploration of Space and the develop of the gardening programme detailed within this report.

Children's Learning and Development:

1. Educational Programme – To identify and adapt inspirational programmes and activities that reflect the needs of the children at the preschool, and supports delivery of the EYFS curriculum

Following the strategic visit and review of programmes during the last academic year, this year the emphasis has been to build on these achievements and continue the effective delivery of the EYFS programme to ensure each child is given the best opportunity to achieve their own goals and outcomes. Whilst a plan continues to be developed for the academic year, it is not until the children start at the setting, that the practitioners are able to recognise and adapt the programmes to ensure that the needs of each child are identified and activities to support each child are then created.

With a stable and experienced team in place, the practitioners agreed that the children would benefit from the continued workshops that had been in place the previous year. These were (i) STEM (Science, Technology, Engineering and Maths); (ii) Literacy; (iii) PAN (Physical Activity & Nutrition); (iv) Cookery and (v) Music and Artistic Expression.

Workshops throughout the year identified that the children particularly enjoy the cookery workshops and being able to take home the results. The focus this year was to run the cookery workshops and choice of recipes concurrently with the gardening programme, and therefore lots of vegetable recipes were explored using the vegetables they subsequently planted. A particular success was with a child who struggled to eat any vegetable who learned to enjoy carrots both through the gardening experience as well as the delicious carrot muffins the children learned to bake. All recipes used throughout the year considered all allergies and intolerances and were vegetarian. These recipes were also posted on Blossom so parents could view, download and make the dishes the children made at preschool at home together as a family.

Whilst the previous year the children had enjoyed exploring countries, this year, following the focus of play of a number of children during the Autumn term, the theme of space was identified for the Spring term. The theme captured the children's imagination and opened the whole programme to be a rich learning experience for each child. Many of the children learned the names and were able to identify the different planets. Role play both indoors and outdoors had the children creating rockets in which a number of children came aboard and were taken to the moon. Experiments were set up to support children learning about how astronauts manage in space with eating, moving around in space and doing activities with all the space suits and gloves. The

For the period ended 31st August 2024

artwork of moons and planets as well as stars filled the rooms and of course the children made moon cake and cosmic soup!

For the older room (Saplings), this year it was identified that the children spent lots of time enjoying the role play area. The team decided to develop the role play area by theming the area of the room and rotating the theme. From the outset, the team set the area as a Post Office, with a post box, recognising that the children enjoying wrapping things up as well as posting things through a letterbox with many packages and letters 'sent' to friends and family. Following the success of the themed role play area, the children were subsequently asked each time for their choice. Over the year it became a police station, a doctor's surgery as well as vets, it was a restaurant and ice cream station, inside a rocket (for the space theme) and many others. As the summer progressed and children began the programme of transition for primary school, the role play area became a school, with the uniforms of all the schools the children were going to, on shelves in the role play area. Children dressed up as attending school with a number of very creative (and sometimes strict) teachers leading the children. The rich language, friendships built, and imaginations explored made the area a significant place to develop their vocabulary and communication skills.

Building on the language and communication skills, a number of children had been identified with speech and language needs so the "I CAN TALK" programme was again used with the children over a period of 9–10 weeks. The stories of "Jake and Tizzy" with specific language and communication aims and activities were explored and a number of small groups were in place to support these children. Once again the impact of the programme showed an improvement both in language and conversation as well as confidence in contributing to a group discussion.

II. Forest School Development – To develop a gardening approach to the outdoor programme including sustainability, building on the forest school principals and outdoor focus.

With Forest School being a significant and integral part of the curriculum and activities for the setting during each day, the practitioners identified how engaged children are in the garden, particularly digging the soil and exploring what is in the soil. Therefore, this academic year, the aim was to develop a gardening approach alongside the preschool aims around sustainability and healthy eating, within the Forest School plan. To that end, the focus was to support the children learning about the following aspects of gardening: (i) Planting – The preschool aimed to plant both bulbs and seeds; (ii) What to grow – recognising that what is planted may grow to beautiful, colourful flowers but may grow food to eat which is good for growing up healthy; and (iii) Cultivation – Once seeds were planted the children were shown what is used to make the seeds grow as well as exploring how to look after other plants and trees outdoors and then how to

For the period ended 31st August 2024

harvest them. This programme ran alongside the preschool's sustainability programme and the Physical and Nutrition activities supporting Healthy Eating, oral health and physical activity.

From the outset, as part of exploring the UN's Sustainable Development Goals, the children explored democracy. During a number of sessions exploring healthy eating and cooking, the children tasted different vegetables and fruits. The children were then asked to choose between two different vegetables to decide which vegetable seed would be planted to grow. The children then planted the seeds in small pots and placed them inside the greenhouse. They also planted bulbs in the flower beds and placed bamboo over the top to remind them not to walk over the beds! The children were excited and frustrated by the process, identifying that seeds and bulbs do not grow immediately, and so patience is required. The children were all also given a sunflower seed which they planted in their own pot (recycled tins etc) and were able to take them home. Over the year, the preschool received many photographs of the sunflowers growing and in one case to a significant height!

The compost the children used for planting the seeds was used from the preschool's own composter created and maintained using the fruit and vegetable remains from children's snack and lunch boxes. The children then recognised the connection between the compost bins indoors and why the contents are taken outside and placed in the large composter.

The vegetables the children chose to grow during the year included – tomatoes, cucumbers, beetroot and carrots. The resulting crops from these seeds were mixed and the children learnt that not everything that is planted grows and explored what the reasons may be. It was discovered that slugs and other animals in the outdoors like to eat the shoots growing and so discussions explored what would need to be done to protect the seeds. The tomatoes and carrots provided a better yield with the children excited to pull the green shoot and see a carrot be pulled from the ground! The learning experience throughout ensured that the outdoor Forest School inspired curriculum would include gardening as an ongoing element of the programme during the year.

Forest School skills continued to be a central element of the weekly programme with children invited to take part in the following: whittling of wood with peelers, sawing wood with a bow saw and learning how to use different tools e.g, trowels or using string to tie sticks and wood together. They learned how to build a fire and then how to use flint and steel to light it and a skill they particularly enjoyed continuing to learn about was den building. Further Forest School activities throughout the year included activities linked to the seasons, as well as mini-beasts, birds, the mud kitchen and mud pies! and of course risk taking, mostly through climbing.

III. Curriculum Planning and Approach – To build on the achievements of last academic year and explore different teaching and learning approaches to better understand and meet the needs of the children at the setting

Following the success of using daily workshops, the team of practitioners identified that these workshops should continue to be planned and delivered as they met the needs of the children as well as provided a platform to extend learning for those who could be given more challenging opportunities as well as adapt to simplify for some of the younger children or those who were struggling. However, it was identified that rather than take the whole class approach to being involved in the workshop, children would be asked if they wished to join the activity or if they wished to take part in an alternative one. Giving the children the choice to engage with the planned activity, ensured that those who may struggle with an activity eg a cookery workshop for a child with food and sensory smells challenges, would be able to make another choice and enjoy a different learning experience. Through this approach, the team identified that levels of anxiety demonstrated through crying, seeming unsettled and withdrawn were reduced and an increased level of confidence was noted. Moving forward, this approach to provide an alternative to a workshop activity will be in place for the next year.

As included earlier in the report, taking a thematic and planned approach to the role play area this year supported the speech and language development for the children. Enabling the children to use their imagination and explore different scenarios, contributed to building the vocabulary and confidence of a number of the children this year observed by the practitioners. Structuring and creating their own scenarios meant the children had to explain to each other what they were doing and what was happening in the role play area, leading to fascinating conversations and language use. This will be developed further in the next academic year, particularly when asking the children to choose how to set up the area.

With the outdoor programme as well as workshops reflecting a balance of both adult-led and child-initiated elements of the curriculum, the practitioners observed how the children explored and used resources around the setting, particularly when choosing not to engage in an adult-led workshop. Through observation and questioning, the team identified specific styles of activities undertaken by the children and through discussion as a team, identified different schemas of play. Building on this, as a team, the outdoor curriculum subsequently created an activity each week reflecting a different schema. For example, using the pulley system and boxes to support the trajectory schema, the connecting schema explored through lining up planks to create an obstacle course around the garden. Taking this approach positively impacted the children by engaging them in their own schemas and through this, supported the practitioners to support development opportunities for key children, and those who would sometimes

For the period ended 31st August 2024

not know how to engage in garden activities. Moving forward in the next academic year, further exploration of schemas as well as exploring other pedagogical approaches to better support children and meet their needs will be explored.

IV. UN Sustainable Development Goals – To build on the initial programme around the goals and develop intrinsic practices in the setting.

Following last year's approach to delivering on the UN's Sustainable Development Goals, the focus this year was to identify and explore the goals that would become built into everyday practice at the setting moving forward. It was recognised that to engage the children in the goals, they would be required to be simplified, age appropriate and engage the children at their level of understanding. Ultimately, we aim for the children at the setting to begin to understand the ways in which we can make a sustainable change within the communities we live and be aware of the challenges to the environment and way of living. The following goals were therefore explored with the children.

Goal 5 – Gender Equality – the aim was to share that at our setting we believe that every child is unique, special and individual and that we want them to grow up in a world that supports each one of them to achieve their goals and dreams. This approach forms part of the ethos of the setting, but activities were created to specifically explore equality in giving every person the same opportunity in line with the goal aim. The children explored a range of jobs identified by people featured in pictures or through items from the dressing up box and explored who could do these jobs. Encouragingly the children identified that boys or girls could equally do the jobs well and identified these through using the dressing up clothes and engaging in role play. For another activity the children were drawn round when lying on a large piece of white paper and created a life-size outline of themselves. The children were encouraged to then use pens and other materials to mark their features – from their face, to clothes they were wearing. The aim was for the children to identify how unique and individual they each are. Having cut the outlines out, they were displayed around the classroom and the children identified that none of them were the same, highlighting how we are all different and wonderfully unique.

Goal 3 – Good Health and Wellbeing – the aim was to encourage the children that we want a world where everyone can be happy and well. The health and wellbeing of all children at the setting is paramount so the activities explored started with learning about our heartbeat. The children were able to listen and re-create their heartbeat and learnt that a heartbeat is created as blood moves around the heart. They learnt that the heart beats faster when excited, scared and through exercise. Every year we encourage healthy eating with the children through using the Eat Well Wheel demonstrating different food groups that we should be trying to eat throughout the day. The team

For the period ended 31st August 2024

regularly discuss food we enjoy that is good for our bodies and those foods we should have sparingly. Over the academic year, as we encouraged the children through snack time, our cookery workshops and at lunchtime, the children began to recognise and talk about foods that were healthy, were encouraged to taste new foods and to recognise on food packaging what is healthy and what is not healthy to eat. The children were asked if they went to the supermarket, what would they buy as well as what they thought they should buy. Parents were hugely supportive of the topics discussed, recipes used in the workshops and the sensitivity and inclusion around food intolerances and other food sensory concerns. This focus also included a specific approach to oral health, how to take care of our teeth, how to clean our teeth and what foods may cause problems for teeth growing up.

Through the focus of our Forest School pedagogical approach, we know that exploring the outdoors and activity is good for well-being. The children over the year continued to demonstrate the benefits of the outdoors for their well-being, through improvement in levels of concentration, coordination, and confidence. Children also began to play together and develop friendships and learn teamwork, all vital for ongoing well-being. The children over the year began to recognise their emotions with lots of discussions about how we feel, how others might feel and how we can help others feel better. Having health and wellbeing as a priority within the setting is key to ensuring the positive development of every child.

Goal 16 – Peace, Justice and Strong Institutions – exploring this goal again identified why it forms a central focus of our setting. The idea that children need to be safe, times when they may need help and how to ask for help safely. Learning about when a situation may be fair and when not, and how to resolve conflict to live in a peaceful world. Activities used to explore these themes included lots of discussion about keeping safe, particularly talking with the children about safeguarding. It was discussed as to why we have rules at preschool and signage around to ensure that they are kept safe. Asking the children when they feel safe and when they don't feel safe all fed into the development of a safeguarding poster made by the children. The children explored stories and were given scenarios and asked situations that were fair, and those that were not. In each situation, the children were asked how they felt, identifying with the children the range of emotions that you can feel especially when "it's not fair". Exploring emotions and how we react with them supported the children's understanding of justice – again explored using activities that focused on turn-taking, an action that children learn to engage in. Throughout the year, the children were also engaged in choosing what vegetables were planted in the garden. The children explored two different vegetables each week over a term and were then asked each week to choose which vegetable to grow. The children learnt the system of voting and democracy when making a choice that collectively decided the vegetable they would grow. The children

For the period ended 31st August 2024

then planted the seeds of the vegetable voted for. This supported the priority of British values that we actively support at the setting.

Goal 12 – Responsible Consumption and Production – This goal has always been integral to the setting's approach exploring sustainability. The children started by learning where our food comes from, how and where it is grown. The understanding of what is waste, what can be recycled, and what it means to be sustainable were explored through learning about the different recycling bins that we have, the signs on them, what materials are put in each and what happens to these materials. Throughout the year, children enjoyed opportunities to do recycling, repurpose and re-use, and thoroughly enjoyed re-using plastic and card items from the recycling bins and from home to create fantastic models. With the focus on outdoor, the children were also taught to use the indoor compost bin for food leftovers. During the afternoons the children emptied these bins into our outdoor large composting area and in the spring term, the children were then shown how the lower part of the composting area contains wonderful soil created from the leftover food from the compost bin. They subsequently placed the soil in the gardening trugs where we were growing vegetables, thus creating the full circle of sustainability.

The children were also taught to turn off lights before going outdoors so that energy was not wasted and we were protecting the planet, but also that with the natural light throughout the preschool, we didn't always need all the lights on. We explained that even turning off the light for a short time helps our planet.

Goal 15 – Life on Land – Building on the theme of sustainability, and building on the success of the previous goal, the aim was to show that if we use a sustainable approach we will have a land that creates a healthy world. The other key element to this goal was to explore animals, particularly learning about their habitats. Many of the children have experienced seeing animals and insects in their habitat, from worms and other mini beasts in the garden, to pets at home, visiting farms, safaris and other holidays in which animals have been seen. Particularly through Forest School, the children learnt about different habitats of animals and created hibernation boxes. In addition, the children enjoy learning about trees and their importance. With the risk of ash dieback on some of the trees at the setting, discussions about taking care of trees and the different trees at the setting, enabled the discussion to explore how to protect our small elder trees to ensure they grow into bigger trees like others in the garden.

The exploration of each of these goals clearly highlighted how each of them form part of the setting's approach to support and encourage the development of each child as unique and individual, with an understanding and empathy both to others and the world they are growing up in. Moving forward, the aim will be to continue to embed these goals within everyday practice.

V. Safeguarding and Welfare – To continue to review and revise practice for the health and well-being of every child at the setting.

As is reported each year, the focus on Safeguarding at the preschool is paramount, to ensure that every child is kept safe both at the preschool and outside. In order to ensure a robust safeguarding approach at the setting, every individual involved with the preschool is engaged in ensuring safety and this continued to be in place during this academic year.

Staff members

To safeguard every child, the Manager during this academic year ensured that every member of staff was involved in and responsible for safeguarding. This was achieved through the following being in place throughout the year:

- In every staff meeting, there was a section of the agenda dedicated to safeguarding. At the meeting, the Manager presented a safeguarding scenario and asked the team how they would respond. The team discussed their responses and through this, ensured that every staff member knew how to effectively respond to a safeguarding concern either of a child or another staff member.
- The staff were required to remain up to date with safeguarding training throughout the year. This was undertaken through the NSPCC which supported their continued learning. They are required to complete the Safeguarding and Child Protection training every 2 years.
- The Manager required every staff member to read and sign every update to the setting's safeguarding policy, updates from the NSPCC and Kent County Council's safeguarding newsletters and any new announcements from the government. Confirmation of completing the reading was through written confirmation they had read it.
- Throughout the year, each time a member of staff identified a practice or a situation that either caused concern, or raised a question on how to deal with the matter, the staff would get together, usually at a meeting, and discuss how best to manage to ensure consistency of approach throughout the year. From managing First Aid and medical boxes, to recognising consistent responses to unsafe behaviour. At all times the team was encouraged to talk about concerns in order to maintain the high levels of safeguarding practice.

Committee of Trustees

Safeguarding is not just the priority of the staff, the Committee of Trustees were required to undertake the NSPCC training as well as ensure they had a DBS and were on the update service, in order for them to be cleared to have access to documents that may give details about families attending. There continues to be a dedicated safeguarding representative on the Committee to ensure that safeguarding is a priority

For the period ended 31st August 2024

in all aspects of the setting's provision whose role is to challenge the Manager and staff to ensure that every aspect of safeguarding and safety continues to be in place.

Parents

The Manager engaged all families in the focus on safeguarding throughout the year by continuing to share setting practice with families through the newsletter. Each year the latest safeguarding policy was shared with parents, as well as informing them throughout the year of updates and changes. A key priority was ensuring a prompt arrival at preschool for children. If a child would be absent or late, the setting was required to be informed prior to opening to ensure that by 9.30am every child was accounted for. This was successful during the year, particularly when parents were informed why these procedures are in place to ensure children's safety.

Children

As a setting, the Manager wanted to ensure that whilst keeping children safe was a priority to the staff, committee and parents, the children needed to be included within this discussion to understand why certain practices and rules were in place and how the children could contribute. Through exploring one of the UN Sustainable Development Goals, focusing on peace, justice and strong institutions, the children explored safeguarding themes and created a poster to detail how to keep safe. Signage around the setting, in place to keep children safe e.g. the "stop" sign was reinforced and the children were involved in learning why these were in place and how to follow the safeguarding boundaries and the preschool rules at the setting.

Management of the Setting:

1. Staff Development – To continue to invest in training for staff members, promote working in the Early Years sector and provide opportunities to experience working in Early Years to encourage more practitioners into this sector.

Whilst the struggles of recruitment and retention in the Early Years sector continues, last year, as a setting, in partnership with the Committee of Trustees, there was a desire to build a commitment to supporting and encouraging more people to consider a career in Early Years.

Building on the previous year of one of the team gaining their Level 3 qualification with distinction, this year, yet another member of staff passed Level 3 and again, gained the level of distinction. This clearly demonstrated the talent and commitment across the setting, together with the support given across the setting during their learning and we are proud of these achievements. This last year has seen another member of staff start their training for Level 3 with another practitioner also aiming to start during 2025. As a setting we are proud of the investment in staff and aim to continue to enable and support the team to gain further learning and qualifications that all support giving every

For the period ended 31st August 2024

child who attends the setting a rich and varied experience as they develop their independence and confidence for the next step in their educational journey.

The focus for the Manager with the Committee of Trustees has been to explore business continuity and succession planning. To that end, the Manager formalised the Management Team consisting of the Deputy Manager and Office Manager. This was to ensure that at all times, there would be knowledge and leadership across all aspects of the setting. Building on this, it was identified that key roles needed to have back up support, these being the Forest School leader and SENCo. During the year, the SENCo shared the happy news of pregnancy and therefore supported the training up of another practitioner in the SENCo role to manage support for the year they would be off. The practitioner identified was subsequently supported to complete the Level 3 SENCo training qualification to enable them to provide the level of support required at the setting for every child. Looking forward to the next year, we will be working to identify a practitioner to undertake the Forest School leadership training in order to support the current Forest School leader in delivering our Forest School inspired programme of activities.

During the Summer term, a university student from Germany joined the setting for an 8-week placement. The student studies Education and English at the University of Heidelberg and secured a placement to learn about Early Years education in the UK. The student engaged in both Buds and Saplings room and had the opportunity to observe quality practice and activities delivered by the team and how the curriculum is delivered both through a Forest School inspired approach and daily workshops all supporting the delivery of the EYFS. The student identified that the Forest School approach clearly supported the building of independence and confidence, that she observed during the time at the setting. The student identified the family approach to working with the children at the setting and the care and love shown to each child during their session time and the strong bonds created with the staff. The outcome for the student was to reinforce the commitment to work in education (considering Early Years as an age-group to explore) and for the setting, it demonstrated the benefits and importance of engaging students in training at the setting and that we are able to provide an important and engaging learning experience. This commitment and approach will be built on in the year ahead with the setting aiming to contact local colleges to offer a training place for a student and work experience opportunities.

II. Business Administration – To evaluate and identify learnings from new administration and learning journal software.

At the end of the last academic year, a decision by the Management Team, supported by the Committee of Trustees agreed the transition from the Parenta and Tapestry software platforms, to Blossom Educational Limited. This was following a review of the Early

For the period ended 31st August 2024

Years software platforms available and the decision to use a software platform suitable for the setting's needs.

Having completed a year with Blossom there have been key benefits, recognised by practitioners and parents, demonstrating it had been a successful decision. There continues to be a number of outstanding issues that aim to be resolved in the year ahead. In addition, new tablets were purchased in order to ensure that Blossom worked promptly and efficiently.

Key benefits of the new software platform for practitioners:

- (i) Easier and quicker to create observations for parents, attach photographs and upload. For this, photos were held in a new storage platform making it easier to include in observations.
- (ii) Removal of accident, incident and pre-existing injuries from paper-based to Blossom, making it more efficient and effective to complete for a practitioner, easier to approve and ensure discussion with a parent and digital signature was secured promptly.
- (iii) Digital register through Blossom using a tablet to mark children in. Quicker and easier to identify names and mark them in as well as mark them out when leaving the setting.
- (iv) Quicker and easier to upload all information on each child and then export key information important the practitioners e.g. allergies.
- (v) More efficient and quicker to input ongoing and ad hoc sessions for children and invoicing accordingly.
- (vi) Quick message platform which provided a more instant connection and prompt messaging with parents e.g. "we need more clothes for their bag" which provided a more efficient way to get prompt response from parents.
- (vii) Easy way for staff to sign in for working day, to capture attendance, overtime and absence more effectively.

Key benefits of the new software platform for parents:

- (i) Using the Blossom App meant all details and information linked to their child at the setting was readily available to them instantly on the app. The app also enabled them to update and amend information about likes and dislikes etc of their child.
- (ii) Any accidents or incidents involving their child was uploaded to their app after providing their signature when informed about the event. Previously when signing a paper copy, the only record remained at the setting.
- (iii) Quicker and easier to report an absence or lateness using the messenger option on Blossom.

For the period ended 31st August 2024

- (iv) Using the Blossom App made it easier to track fees and payments made. Parents were able to view their outstanding fee payments, payments made and a breakdown of the fees being charged.

Whilst there continue to be feedback and updates to Blossom, as a platform it has been significant in the smoother running and management of children's information, fee invoices and payments and up to date information required promptly. Going forward this next academic year we will remain with Blossom Educational although we continue to review software platforms as we always continue to explore how to streamline and work more effectively, together with a good pricing structure.

III. Financial Planning and Management- To explore efficiencies and processes to streamline finances across the setting.

The management of the finances across the setting continues to be the priority to the continued effective operation of the setting, due to tight budgets, further government funding programmes and increasing costs. The Committee of Trustees oversight and governance of the charity mean that to effectively financially plan, a transparent and clear financial picture needs to be available in order to make decisions in light of increased costs and funding considerations.

Towards the start of the academic year, the finances of the setting continued to be managed through a complex and administratively heavy set of spreadsheets that had been in place for a number of years. These spreadsheets were burdensome to maintain by the Finance Officer and yet vital to the tracking of the setting's finances and the annual accounts reporting. Following a review of digital software platforms, an online accounting platform was identified that would provide a more dynamic and instant ongoing tracking of budget and cash management. Once transferred to the platform, together with a streamlined and transparent budget, the finances are now able to be tracked more effectively.

During the review of the accounting platform, the Finance Officer resigned. Having undertaken the recruitment process for this position several times in recent years, the financial and practical challenges to secure an experienced Finance Officer seemed to increase therefore, the decision by the Committee of Trustees was to outsource the book-keeping and preparation of the Annual Report and Accounts to an accounting organisation Sterling Accounting Solutions (SAS). SAS use the accounting software used by the setting and now manage the payroll and book-keeping as well as the preparation of the Annual Report and Accounts.

Whilst some administrative tasks remain the responsibility of the Office Manager and Manager at the setting, having both an online accounting programme and experienced

For the period ended 31st August 2024

accounting support, the setting now has a more streamlined and transparent picture of the budget enabling the Committee to be more dynamic with financial decisions and provide a clearer picture of the financial situation leading to better decisions projected and real costs.

IV. Committee Management and Governance – To explore further opportunities to build the strong partnership between the Committee and setting that has been developed and identify opportunities to streamline processes for Committee members.

Since November 2022, the Committee of Trustees has predominantly remained the same with the exception of one change. Having the continuity of the Committee has been vital in the strong governance and oversight of the charity, particularly through the continued turbulent times that the Early Years sector continues to undergo.

The current Treasurer, having a background in finance, has been on the committee for more than 3 years and has been instrumental in reviewing budgets and identifying opportunities to streamline the financial management of the setting. This year in particular, the Treasurer has been key to overhauling the budget process and management so that the setting now operates a clear and transparent budget through SAS. Having been on the committee for a continuous period and gained both the knowledge and experience of the setting's budget, this has been key to making these changes and therefore moving forward to continue to make informed budgetary decisions.

The sub-committees that are now in place have been valuable in supporting the Manager over the academic year and ensuring that processes and responsibilities are managed across the committee rather than the sole responsibility of the Chair and Manager.

The Finance sub-committee undertook the review and implementation of the accounting software, as well as the appointment of SAS. This sub-committee also explored the viability of accepting the new 2yrs Working Parent Entitlement funding, wanting to support working parents, but at the same time needing to understand budgetary implications. Whilst now being able to offer the full range of government funding programmes across the setting to families, this is only possible with this sub-committee's oversight of the budget.

The HR sub-committee has been vital in supporting the Manager with HR matters encountered across the year as well as challenging the Manager to ensure that the team of practitioners were supported, given opportunities and clear and fair systems were in place. During the year it was identified that ongoing changes in HR law and employment, HR expertise and support for the Manager was vital. Whilst the committee

For the period ended 31st August 2024

provide strong oversight, it was agreed that day to day HR matters would require dedicated HR support experienced in Early Years and education, for the Manager. Moving forward the sub-committee and Manager will review the best and most cost-effective way to ensure that this is in place.

The fundraising sub-committee has been vital in securing resources and funds for the setting. Through raffles, Easter events and a Summer Fair, funds were raised for the setting, with the sub-committee leading and delivering these events. In addition to much needed funds, the fundraising events the committee led were key to engaging parents with the setting and supporting both financially and through volunteer events.

With this strong Committee in place, the setting is fortunate to be able to manage the challenges placed on the sector with a positive outlook.

Partnership working:

1. Local Community – To identify and build opportunities for the children to engage within the Community.

With the children from the setting transitioning to primary school, the supportive partnerships with primary schools across the community has continued and has been a vital element to a positive transition experience for the children. This year, many of schools that the children had secured places through, engaged fully with the setting. In most cases, an Early Years teacher or lead visited the setting to see the children in the preschool environment, enabling the teachers to gain a greater understanding of each child. Working on a transition programme with the schools, many offered different opportunities to engage with the school whether through providing taster sessions, inviting the key practitioner of a child at preschool to join them and sharing an insight to the school for the children to discuss at preschool. With primary schools and the setting all working together, the focus was to ensure the well-being of every child at this significant time of change for them.

With a focus during the year on gardening, growing vegetables and fruits, reflecting ingredients featured within the cookery workshops, the weekly trips to the market in the centre of Sevenoaks were put in place. The stall holders were fantastic at engaging the children in conversation about the different vegetables and fruits at their stall and often gave the children an extra fruit to take back to the preschool to try e.g. snow melon. For the children, the impact of interacting with the stall holders, identifying the produce to buy and pay for it, was an enriching and great learning experience. Subsequently a number of the children enjoyed the experience so much they asked their families to visit

For the period ended 31st August 2024

the marketplace with them at the weekend. This engagement contributes to the ongoing sense of community support we are proud to be part of.

During the year, one of the practitioner's identified that the Sevenoaks Art Community was developing an arts project within the Sevenoaks town and asking to engage different community groups within this. The children at preschool were therefore engaged in creating colourful artwork with the aim that their work would feature in a large mural in a location in Sevenoaks. At this time, the project continues, and the preschool is identified as both a supporter and contributor to this.

To support the children at the preschool to gain a greater understanding of both what and where our community is, the children and their families were engaged in creating a community photographic collage. The children were tasked with having their family take a photograph of them in their favourite place where they live in their community. Photos the children brought in and talked about included nature reserves, play parks, particular trees and areas within large parks, high streets, fields with spectacular views, all demonstrating the beauty and expanse of what a community can include.

II. Parental Engagement – To continue to engage parents in supporting their child's development in partnership with the preschool

The engagement of parents continues to be a vital factor in the success of the preschool and has meant that families of the children who attend recognise a whole family approach. A positive impact of parent participation is immeasurable as time and again the pride, engagement and confidence of a child has been observed to grow with their parents involved in all aspects of preschool life, from drop off and pick up, to all the ways detailed below in which they are involved. In addition, without any advertising, the reputation of the setting is built on the recommendation of parents in the community. This year, the areas parents engaged included:

- *Fundraising events* – parents were invited to take part in raffles at Christmas, an Easter celebration at the setting and the summer fair. Parents contributed prizes, manned stalls and baked and many of the families, particularly those invited who were starting in the year ahead attended the events creating a positive and friendly atmosphere and enabling the children to explore the preschool with their parents. The result of this engagement and support resulted in £2k being raised towards the outdoor gazebo the preschool is aiming to purchase and build for Forest School.
- *Parent Consultations* – the preschool is committed to partnering with parents in their child's development. The preschool therefore undertakes at least two parent consultations per academic year. The first consultation is during the Autumn term to discuss milestones and a child's development. The second consultation is then towards the end of the academic year in order for the parents to understand the progress and achievements over the year and the aims for the next year at

For the period ended 31st August 2024

preschool or through transition to primary school. The reports used are those developed through Kent County Council and identified as positive markers and milestones for child development, being based on the national guidance of the EYFS and Development Matters.

- *Volunteer days* – with parents busy during the week, the preschool arranged a couple of volunteer days during the year to engage families to support the maintenance of the outdoor area and installation of new resources at the preschool. This support is valuable to ensure that parents feel both connected and invested with the preschool and with increasingly tight budgets, volunteer support is hugely valued and important.
- *Nativity & Graduation Show Show* – the preschool is always delighted to share with parents how special all the children are at the preschool. During December, the children put on a beautiful nativity that the parents enjoyed watching. The children enjoyed dressing up, singing and taking part and as usual, always unexpected and unplanned special moments were enjoyed. In the Summer, as a special showcase of some of the children's learning throughout the year, the children shared songs and activities and it formed a spectacular creative conclusion to the year for parents and children alike.
- *Voluntary Contributions* – Parents also supported the setting through voluntary contributions. With the significant shortfall of funding within Early Years, parents committed to giving financially ensuring that we continue to have a secure financial position.
- *Newsletter* – a weekly newsletter to parents sharing about “the week that was” and then about “the week to come” provided an overview of all activities, any donations from home that could be brought in, notices and up to date information about the setting. These communications encouraged collecting items during family times at the weekend meaning children contributed towards the activities during the week and noted they were more invested and engaged if they had contributed.
- *Committee of Trustees* – last year we continued to have a number of parents on our Committee of Trustees. These parents gave their valued time and investment in understanding the preschool operations and providing their skills and time to support the ongoing success of the preschool.

Beneficiaries of our services

The key beneficiaries of our services are children aged 2–4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the preschool's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we had 47 children on our register who attend different sessions over the week. Following on from last year we continue to allow up to a

For the period ended 31st August 2024

maximum of 36 children per session. Of these 47 children, 8 have English as an additional language and 1 is in receipt of extra funding (SENIF) for learning support.

The children's progress is monitored throughout the year using the revised Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs were monitored using a targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, the first term's theme was titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with English as an additional language have made great progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others both familiar and unfamiliar.

Financial review

The Children's Workshop made a profit of £7,000, for the year ending 31 August 2024. This compares with a loss of £4,000 in the previous period. Total income for the year ending 31 August 2024 was £218,000, an increase of £38,000 from £180,000 in the previous period.

The majority of income, £204,000, was generated through preschool fees and government contributions. The increase in fees was underpinned by two factors, a 10% increase in the preschool fee rates from September 2023 and, an increase in the number of hours per child. In particular, a notable number of three-year old children attended sessions beyond the universally funded 15-hours. In the summer term, a new government scheme for working families was introduced. The income impact of this scheme in the 2023-24 period was limited by the fact that it only affected one of three terms during the year and, parents who qualify for the scheme take time to adjust their childcare requirements. However, it is expected to have a marked impact on income going forward. The number of places being offered under this scheme is currently capped, and the income impact is being closely monitored.

Other sources of income include grants, voluntary contributions, fundraising and investment (interest earned on cash, deposits at bank). Overall, the income from these increased to £14,000 from £10,000 in the previous period.

Total expenditure for the year ending 31 August 2024 was £211,000, up from £184,000 in the previous period. Staff costs accounted for £167,000, up from £146,000 in the

For the period ended 31st August 2024

previous period. The increase in staff costs was predominantly driven by a salary increase for all staff in April 2023 and April 2024, reflecting a 10% increase in the National Living Wage over both periods. In August 2024, a performance related bonus was paid to all members of staff. No bonus was awarded for the previous, 2022–23 period, however, a bonus related to the previous financial period was paid out during 2022–23.

The increase in non-staff costs (excluding Professional costs) was in line with inflation over the period. In March 2023, the Finance Manager role was outsourced to a remote accountancy firm and the cost of financial management became a Professional expenditure, as opposed to a Salary Cost. Over a 12-month period, the cost of outsourced financial management is in line with the cost of a salaried Finance Manager position.

As at 31 August 2024 cash at the bank was £103,000, up from £83,000 in August 2023. Cash flows from operating activities were positive and there was no investment spending (i.e. capital expenditure on the building) during the period.

The 2023–24 financial year marks the first period, since the charity was incorporated, that cash reserves were not impacted by the repayment of loan capital and that annual expenditure was not impacted by loan interest payments. The full repayment of a loan (taken in 2016, to purchase the building) was completed in August 2023.

The net asset balance was £229,000 as at 31 August 2024, up from £221,000 at 31 August 2023.

Principal risks and uncertainties

Principal risks and uncertainties have been identified as follows:

- The continued increase of the National Living Wage on the salary structure.
- Sector wide challenges on the recruitment and retention of practitioners.
- Introduction of further Government childcare initiatives, which may not provide sufficient income per child to maintain the current service.
- The ownership of the building and associated costs. These include ongoing building and maintenance work, as well as ad hoc capital expenditure to ensure that the quality of the building is maintained. Some of these costs can be relatively high and some may be unanticipated.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs as a general fund. Due to prudent budgeting, general reserves as at 31st August 2024 were £85,000 which means that The Children's Workshop has built up sufficient reserves to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2024–2025

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards:

- i. **Educational Programme** – To deliver a high-quality education programme of activities that respond to meeting the needs of the children and support their best outcomes, including those with Special Educational Needs.
- ii. **Forest School Programme** – To embed Forest School skills suitable for the age group within the programme and further develop Forest School principals across our programme of activities.
- iii. **Curriculum planning and approach** – To continue to explore different teaching and learning approaches to better understand and meet the needs of the children at the setting.
- iv. **Safeguarding and Welfare** – To continuously review and revise practice for the health and well-being of every child at the setting.

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- i. **Staff Development** – To support staff practice further through observation, supervision and appraisal and further specific training for staff members.
- ii. **Engagement in Early Years** – To facilitate opportunities to engage young people to consider Early Years careers.
- iii. **Financial Planning and Management** – To further explore opportunities to review finances and identify cost saving measures and sustainable practice.
- iv. **Committee Management and Governance** – To identify specific objectives to successfully govern the setting and identify risks and their mitigation.

For the period ended 31st August 2024

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

- i. **Local Community** – To identify and build opportunities for the children to engage within the community.
- ii. **Parental Engagement** – To continue to engage parents in supporting their child's development and partnership with the preschool.

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (Finance, HR and Fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict-of-interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

<u>Committee members who resigned during the financial period.</u>	<u>Date of resignation</u>
--	----------------------------

Kathryn Preedy

April 2024

<u>Current committee members</u>	<u>Date of appointment, election or re-election</u>
Andrew Scrace (Chair)	April 2024
Catherine Burgess (Treasurer)	April 2024
James Warner (Secretary)	April 2024
Nicky Mackert (Preschool Manager)	April 2024
Kristina Brockington	April 2024
Mark Cheeseman	April 2024
Katie Garman	April 2024
Kinvara Rogers	April 2024
Dr Jocelyn Walbridge	April 2024

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' annual report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and estimates that are reasonable and prudent

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2024

- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- There is no relevant financial information of which the charitable company's independent examiner is unaware
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant financial information and to establish that the independent examiner is aware of that information

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2023 was 47 (2023: 49). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

The trustees' annual report has been approved by the trustees on 18 November 2024 signed on their behalf by:



Andrew Scrace
Chair of Committee of Trustees



Catherine Burgess
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

Independent Examiner's Report to the Trustees of The Children's Workshop Financial Year Ended 31 August 2024

I report on the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2023 to 31 August 2024 which are set out on the following pages.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items disclosed in the accounts and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view of the accounts.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements:
- to keep accounting records in accordance with section 41 of the Charities Act 1993 (the Act); and
 - to prepare accounts which accord with the accounting records and to comply with accounting requirements of the Act have not been met; or

to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Name

G. K. BENSTED FCCA

Address

19 MEADOWLANDS, SEAL, SEVENOAKS TN15 0D4

Date

21/10/24

The Children's Workshop

Statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2022 to 31 August 2024

		Year to 31/08/2024			Year to 31/08/2023		
	Note	Unrestricted £	Restricted £	Total £	Unrestricted £	Restricted £	Total £
Income from:							
Donations/legacies/Grants	2	9,113	3,600	12,713	5,674	3,595	9,269
Charitable activities	3	204,358	300	204,658	170,387	300	170,687
Investment income	4	1,069	-	1,069	239	-	239
Total income		214,540	3,900	218,440	176,300	3,895	180,195
Expenditure on:							
Raising funds	5	39	-	39	-	-	-
Charitable activities							
Pre-school	5	208,839	2,098	210,937	180,236	3,895	184,131
Total expenditure		208,878	2,098	210,976	180,236	3,895	184,131
Net income / (expenditure) before net gains / (losses) on investments		5,662	1,802	7,464	(3,936)	-	(3,936)
Net gains / (losses) on investments		-	-	-	-	-	-
Net income / (expenditure) for the year	14	5,662	1,802	7,464	(3,936)	-	(3,936)
Transfers between funds		-	-	-	-	-	-
Net income / (expenditure) before other recognised gains and losses		5,662	1,802	7,464	(3,936)	-	(3,936)
Gains / (losses) on revaluation of fixed		-	-	-	-	-	-
Other gains / (losses)		-	-	-	-	-	-
Net movement in funds		5,662	1,802	7,464	(3,936)	-	(3,936)
Reconciliation of funds:							
Total funds brought forward		221,416	-	221,416	225,352	-	225,352
Total funds carried forward		227,078	1,802	228,880	221,416	-	221,416

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2024

		31/08/2024	31/08/2023
	Note	£	£
Fixed assets:			
Tangible assets	8	129,735	141,631
		129,735	141,631
Current assets:			
Debtors	9	2,268	1,782
Balance at Bank		103,352	83,086
Cash in hand		-	-
Prepayments			
		105,620	84,868
Liabilities:			
Creditors: amounts falling due within one year	10	6,474	5,083
		99,146	79,785
Net current assets / (liabilities)		228,880	221,416
Total assets less current liabilities			
Creditors: amounts falling due after one year		-	-
		228,880	221,416
Net assets excluding pension asset / (liability)			
Defined benefit pension scheme asset / (liability)		-	-
		228,880	221,416
Total net assets / (liabilities)			
		228,880	221,416
Funds:	13		
Restricted income funds		1,802	-
Unrestricted income funds:			
Designated funds		141,631	141,631
Revaluation reserve		-	-
Pension reserve		-	-
General funds		85,447	79,785
Non-charitable trading funds		-	-
		227,078	221,416
Total funds		228,880	221,416

For the year ending 31 August 2024 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small

Approved by the trustees on 18 November and signed on their behalf by :



Andrew Scrace
Chair



Catherine Burgess
Treasurer

The Children's Workshop

Consolidated statement of cash flows

For the period 1 September 2023 to 31 August 2024

	Note	Year to 31/08/2024		Year to 31/08/2023	
		£	£	£	£
Cash flows from operating activities					
Net cash provided by/ (used in) operating activities	15		20,266		3,817
Cash flows from investing activities:					
Dividends, interest and rents from investments		-		-	
Proceeds from the sale of fixed assets		-		-	
Purchase of fixed assets		-		-	
Proceeds from sale of investments		-		-	
Purchase of investments		-		-	
Net cash provided by / (used in) investing activities			-		-
Cash flows from financing activities:					
Repayments of borrowing		-	(10,593)		
Cash inflows from new borrowing		-		-	
Receipt of endowment		-		-	
Net cash provided by / (used in) financing activities			-		(10,593)
Change in cash and cash equivalents in the year			20,266		(6,776)
Cash and cash equivalents at the beginning of the year			83,086		89,862
Change in cash and cash equivalents due to exchange rate					-
Cash and cash equivalents at the end of the year			103,352		83,086

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019) - (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

c) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

Key judgements (excluding those involving estimates) that the charitable company has made which have a significant effect on the accounts include depreciation rates for tangible fixed assets.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

d) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

e) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

f) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

g) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

1 Accounting policies (continued)

h) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising

Expenditure on charitable activities includes the costs of running the preschool and its associated support costs

Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

i) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

Pre-school	68%
Support costs	16%
Governance costs	16%

j) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

Modular Building	20 years
Computers & equipment	3 years

k) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short

m) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a The charity only has financial assets and financial liabilities of a kind that qualify as basic financial

n) Taxation

The charity is an exempt charity within the meaning of schedule 3 of the Charities Act 2011 and is considered to pass the tests set out in Paragraph 1 Schedule 6 Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Notes to the financial statements

For the period 1 September 2023 to 31 August 2024

2 Income from donations and legacies

			Year to 31/08/2024	Year to 31/08/2023
	Unrestricted £	Restricted £	Total £	Total £
Donations	5,409	-	5,409	4,708
Grants	-	3,600	3,600	3,595
Fundraising events	3,704	-	3,704	966
	9,113	3,600	12,713	9,269

3 Income from charitable activities

			Year to 31/08/2024	Year to 31/08/2023
	Unrestricted £	Restricted £	Total £	Total £
Pre-School Fees	111,626	-	111,626	81,178
Government contributions to fees	92,197	300	92,497	88,847
Contribution to school trips, uniform etc	535	-	535	662
Total income from charitable activities	204,358	300	204,658	170,687

4 Income from investments

			Year to 31/08/2024	Year to 31/08/2023
	Unrestricted £	Restricted £	Total £	Total £
Bank Interest	1,069	-	1,069	239
	1,069	-	1,069	239

The Children's Workshop

Notes to the financial statements

For the period 1 September 2023 to 31 August 2024

5 Analysis of expenditure

	Cost of raising funds	Charitable expenditure: Pre-school	Governance costs	Support costs	Year to 31/08/2024	Year to 31/08/2023
	£	£	£	£	£	£
Staff costs (Note 6)	-	137,064	9,252	21,085	167,401	145,915
Equipment	-	3,488	-	-	3,488	2,343
Pre-school Supplies (incl snack)	-	598	-	-	598	1,652
School activities	-	-	-	-	-	558
Recruitment	-	-	-	-	-	87
Rent	-	-	-	-	-	554
Ground Rent	-	2,435	-	-	2,435	2,268
Utilities	-	5,136	-	-	5,136	4,577
Maintenance costs	-	808	-	-	808	1,771
Cleaning costs	-	1,806	-	-	1,806	1,695
Other premises costs	-	1,345	-	-	1,345	701
Business Rates	-	1,115	-	-	1,115	1,019
Insurance	-	1,768	-	-	1,768	1,686
Professional costs	-	429	3,294	-	3,723	850
T-shirts and book bags	-	251	-	-	251	740
Training costs	-	602	-	-	602	1,924
Fundraising costs	39	-	-	-	39	-
Office supplies	-	4,556	-	-	4,556	1,598
Depreciation	-	11,897	-	-	11,897	11,342
Phone	-	1,255	-	-	1,255	1,299
Other administration costs	-	-	-	-	-	725
Bank charges	-	89	-	-	89	87
Loan financing - interest	-	-	-	-	-	446
Transportation costs	-	73	-	-	73	250
Other Volunteer Expenses	-	-	-	-	-	44
Gifts	-	140	-	-	140	-
IT & Accounting Software	-	669	-	-	669	-
Subscriptions	-	1,782	-	-	1,782	-
	39	177,306	12,546	21,085	210,976	184,131
Support costs	-	21,085		(21,085)	-	-
Governance costs	-	12,546	(12,546)		-	-
Total expenditure 2024	39	210,937	-	-	210,976	184,131
Total expenditure 2023	-	184,131	-	-	184,131	

Of the total expenditure, £208,878 was unrestricted (2023: £180,236) and £2,098 was restricted (2023: £3,895).

Notes to the financial statements

For the period 1 September 2023 to 31 August 2024

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2024	Year to 31/08/2023
	£	£
Salaries and wages	161,030	136,630
Redundancy and termination costs	-	-
Social security costs	3,585	4,227
Pension contributions	2,786	5,058
	167,401	145,915

No employee earned more than £60,000 during the year (2023: £ nil).

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2023: £ nil).

One trustee was employed by the charity during the year.

Nicola Mackert was paid under a contract of employment £33,174 as the preschool manager.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2024	Year to 31/08/2023
	No.	No.
Raising funds	-	-
Pre-school	9	9
Support	2	2
Governance	1	1
	11	11

8 Tangible fixed assets

	Pre-school building	Fixtures and fittings	Computers & equipment	Motor vehicles	Total
	£	£	£	£	£
Cost					
At the start of the year	209,717	-	5,427	-	215,144
Additions in year	-	-	-	-	-
At the end of the year	209,717	-	5,427	-	215,144
Depreciation					
At the start of the year	69,497	-	4,016	-	73,513
Charge for the year	10,486	-	1,411	-	11,897
At the end of the year	79,983	-	5,427	-	85,410
Net book value					
At the end of the year	129,735	-	-	-	129,735
At the start of the year	140,220	-	1,411	-	141,631

All of the above assets are used for charitable purposes.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2023 to 31 August 2024

9 Debtors

	2024 £	2023 £
Trade debtors	52	-
Prepayments	2,216	1,782
	2,268	1,782

10 Creditors: amounts falling due within one year

	2024 £	2023 £
Other Creditors	839	-
Trade Creditors	1,946	-
Accruals	960	-
Deferred income	2,730	5,083
	6,474	5,083

11 Deferred income

	2024 £	2023 £
Balance at the beginning of the year	5,083	2,600
Amount released to income in the year	(5,083)	(2,600)
Amount deferred in the year	2,730	5,083
	2,730	5,083

12 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	129,735	-	129,735
Net current assets	85,447	11,897	1,802	99,145
	85,447	141,631	1,802	228,880

Notes to the financial statements

For the period 1 September 2023 to 31 August 2024

13 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school activities	-	3,900	(2,098)	-	1,802
Total restricted funds	-	3,900	(2,098)	-	1,802
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	141,631	-	-	-	141,631
Total designated funds	141,631	-	-	-	141,631
General funds	79,785	214,540	(208,878)	-	85,447
Total unrestricted funds	221,416	214,540	(208,878)	-	227,078
Total funds	221,416	218,440	(210,976)	-	228,880

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

14 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2024 £	Year to 31/08/2023 £
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	7,464	(3,936)
Depreciation charges	11,897	11,342
(Increase)/decrease in debtors	(486)	(1,782)
Increase/(decrease) in creditors	1,391	(1,807)
Net cash provided by / (used in) operating activities	20,266	3,817

15 Analysis of cash and cash equivalents

	At 1 September 2023 £	Cash flows £	Other changes £	At 31 August 2024 £
Cash in hand	-	-	-	-
Cash at Bank	83,086	20,266	-	103,352
Overdraft facility repayable on demand	-	-	-	-
Total cash and cash equivalents	83,086	20,266	-	103,352

16 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Report and financial statements

For the period ended 31st August 2023



The Children's Workshop

For the period ended 31st August 2023

Contents

Reference and administrative information	1
Trustees' annual report	2
Independent examiners report	28
Statement of financial activities (incorporating an income and expenditure account)	29
Balance sheet	30
Consolidated statement of cash flows	31
Notes to the financial statements	32

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2023

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Andrew Scrace (Chair) Catherine Burgess (Treasurer) Kathryn Preedy (Secretary) Kristina Brockington Mark Cheeseman Katie Garman Nicola Mackert Kinvara Rogers Dr Jocelyn Walbridge
Key management Personnel	Nicola Mackert (Preschool Manager)

The trustees present their report and the financial statements for the period ended 31st August 2023.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together – children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude:

- We nurture our children's sense of self and belief
- We foster Self-Involvement, Engagement, Motivation, Risk Taking and Assessing
- We encourage exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and its sustainability
- We love to learn outdoors; we have a special focus on forest school inspired activities
- We strive to enthuse our children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork and building friendships
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing children's resilience, independence, and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. ***Children's Learning and Development*** – to provide an exciting, high quality and varied learning programme for all children attending.
2. ***Management of Setting*** – to run the setting effectively and efficiently.
3. ***Partnership Working*** – to create and sustain positive and mutually-beneficial partnerships with organisations in the community.

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2022–2023 Aims and Objectives

Children's Learning and Development – *to provide an exciting, high quality and varied learning programme for all children attending.*

This year our focus was aimed towards:

- I. **Educational Programme** – To review the setting's environment and approach to the prime areas of learning (Language and Communication, Personal, Social and Emotional Development and Physical Development) to maximise the opportunities to deliver an inclusive and supportive programme.
- II. **Forest school development** – To build on last year's achievements and develop the setting's forest school pedagogical approach across the setting.
- III. **Curriculum planning and approach** – To review and adapt the setting's approach to and planning of the curriculum to ensure delivery of an inspirational curriculum which evolves and adapts in response to children's needs.

For the period ended 31st August 2023

- IV. **UN Sustainable Development Goals** – To develop the setting's commitment to the goals within everyday practice at the setting and develop specific activities around the goals.
- V. **Safeguarding and Welfare** – To continue to revise practice for the health and well-being of each child at the setting.

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus was aimed towards:

- I. **Staff Development** – To invest in training that supports the development of staff skills, informs their practice, and subsequently positively impacts the setting. Cascading learning to other practitioners will also be key.
- II. **Staff Well-Being** – To continue to effectively support staff well-being.
- III. **Setting Administration** – To review database platforms currently used across the setting and with families, with a view to streamline the system, improve efficiency and reduce paperwork.
- IV. **Committee Management and Governance** – To build on the strong partnership between the Committee and setting and identify opportunities to build in succession planning of Committee roles.

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus was aimed towards:

- I. **Local Community** – To extend partnerships within the local community.
- II. **Parental Engagement** – To continue to engage parents in supporting their child's development in partnership with the preschool.

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Detailed in this report are the achievements and performance of the organisation reflecting the 2022–2023 aims and objectives that had been set.

With the backdrop of continued challenge within the Early Years sector, the team worked tirelessly to create an inspiring curriculum and, in the process, achieved a wide variety of diverse, challenging, and fun programme of activities. One of the highlights during the year was the programme developed through the theme "All About My World". Each week throughout the Spring and Summer terms the children celebrated a different country around the world. Each country chosen reflected the countries that children and their families were from. We were delighted and proud that over 16 countries were explored and celebrated with the children, demonstrating the diversity of the families at the setting and how the preschool is one in which all cultures are celebrated and welcomed.

Children's Learning and Development:

1. Educational Programme – To review the setting's environment and approach to the prime areas of learning (Language and Communication, Personal, Social and Emotional Development and Physical Development) to maximise the opportunities to deliver an inclusive and supportive programme.

Whilst the preschool operated throughout the COVID pandemic, research reports being published in early 2022, provided evidence of the impact of the pandemic on children, and confirmed that it was being felt among children born during the pandemic i.e. children that would be 2yrs old and starting preschool in September 2022. Research on the impact of Covid identified it as a significant disruption on children. Speech and language delays were reported across all age groups as children had fewer opportunities to develop their communication skills at home. As children may have spent less time outdoors and more time in sedentary activities, their physical development, including their motor skills, were negatively affected. Other research highlighted that due to severely restricted social circles during lockdown, this was likely to have led to babies hearing fewer words and conversations with those outside the family home, and if they did it was likely to be between masked adults. It was reported that infants born during the pandemic heard just 20–70 words per hour compared with between 100 and 140 words in babies sampled 3 years before the pandemic.

Faced with evidence such as this, alongside discussions with other preschools and Early Years Collaboration Leaders forums across Kent, the manager and practitioners determined that for the year ahead, the focus of the 3 prime areas of learning within the EYFS – (1) Language and Communication; (2) Personal, Social and Emotional Development; and (3) Physical Development, whilst already a central part of the curriculum was to be given even more of a pivotal and deliberate focus throughout the planning for the year.

To ensure the curriculum and programme of activities planned and delivered across the setting reflected this commitment and identify what else as a preschool we could do to support each child, the manager felt it important that an external review was undertaken to audit the setting's provision and practice. Therefore, through a grant secured with Marks and Spencer, the preschool was able to fund a representative from Kent County Council to undertake a Strategic Improvement Visit to review the setting with a particular focus on the prime areas of learning. The advisor also undertook an internal and outdoor audit of the environmental space and provided ideas and prompts to extend learning and support for children. The advisor identified that the resources sourced through Covid grants were effective for both cohorts and had the tools to support these children effectively; but that the impact would only be truly seen if effectively utilised by the team

For the period ended 31st August 2023

with the children. The advisor therefore explored both rooms from a child's perspective to understand how "accessible" and "understandable" resources around the room were as well as what we had on the walls and why. The advisor provided vital feedback and assessment along with several recommendations of books and additional resources to continue to inform practice.

During the visit, an area specifically identified for input and support was the area of "transition". The transition points covered were:

- Transition from home to preschool – having noted the increased emotions of the 2yr cohort when starting the preschool this academic year.
- Transition between activities – how to best manage and create learning opportunities during times of transition e.g. from activity to snack time, or from snack to preparing for outdoors.
- Transition from preschool to Reception – the Saplings cohort would be, in the terms ahead, preparing for school.

The advisor again provided suggestions, ideas and resources to support the different transition stages to better support children. The strategic visit was informative and helpful, and a number of different recommendations were implemented over the year.

As part of the delivery of the curriculum, the setting plans a different workshop each morning throughout the week with all children encouraged to take part. The aim and outcomes of these workshops focus on all areas of the Early Years Foundation Stage delivery. The previous academic year, we were fortunate to have "Rhymes with Rosie" where Rosie, a retired schoolteacher came to the setting to sing a wide variety of nursery rhymes with the children. Having clearly seen the positive impact of this rhyme time with the children with their speech, language and levels of engagement, we hoped that Rosie would be able to continue giving her support, which she did for the duration of the Autumn Term. Seeing the impact on all the children, the team agreed that this special time should be developed further and therefore a dedicated literacy workshop was created.

Building on the rhyme time, two members of the team attended the training programme "I CAN TALK". The programme is aimed specifically at accelerating children's progress in language and communication over a period of 9–10 weeks. The programme uses several stories of "Jake and Tizzy" with specific language and communication aims and activities to support the story each week. The programme whilst usually delivered with an identified small group of children, was tested across both rooms of the setting, and found that the programme positively impacted all children. The impact demonstrated both a growth in language and conversation as well as confidence in contributing to a group discussion. An additional benefit was increased confidence by practitioners to lead the programme having seen the demonstrable and measurable impact with the children using the stories and relevant activities. Moving forward in the next year, the programme

For the period ended 31st August 2023

will continue to be used, but in addition more specific activities will be selected reflecting identified children with language and communication challenges to maximise the support for each child.

Our commitment to support the physical development of the children meant we identified that following Covid, having removed all the wooden barriers in the garden in place during the pandemic, we needed investment in the outdoor space for the children to enjoy a variety of opportunities to build on their gross motor skills. The strategic review at the start of the year had also highlighted this need. Apart from a tyre hill with slide and a teepee to sit in, it was a spacious area, but relatively empty.

A successful application for a grant from Sevenoaks Town Council meant we were able to purchase a rope climbing crest and obstacle course. Unfortunately, the cost of the items had increased, so we fundraised for the remaining funds and purchased a pulley system. The children were shown how to use the equipment wisely, and the equipment now forms an integral part of our outdoor activities. The impact of the equipment at the setting has been significant and has been specifically recognised in two principal areas:

- (i) *Increased confidence of children* – EVERY child that first came across the equipment, showed a sense of nervousness. Through support from practitioners, the children learnt how to climb the rope crest to the top, go over the top and down the other side and to learn how to use the obstacle course. The children have also learnt how to pull the ropes with the pulleys, to physically lift a box into the air. This curiosity and this level of comprehension to learn how to use the equipment is all part of increased confidence and as a setting, we recognise that engaging outdoor activities is crucial to this build in confidence.
- (ii) *Increased stability, balance, coordination, and agility* – for several children, negotiating steps was a particular challenge and the obstacle course equipment has been significant in negotiating up and down steps. For the older children, balance and coordination was developing, but building resilience was key, that it was not just about negotiating the equipment at speed, but to learn that it's ok to fall off and get back on and keep going. Using the ropes and pulleys also worked on coordination to move the boxes on the ropes and pulleys, up, down and across the outdoor space. The children are now so confident with the rope climbing crest and obstacle course, that they try to see how quickly they can get up, down and round. They enjoy role-modelling how to use it with the younger and new cohort.

II. Forest school development – To build on last year's achievements and develop the setting's forest school pedagogical approach across the setting.

With the large outdoor space and Knole Park surrounding the preschool, the focus on outdoor activities has always had a significant priority in planning and delivery of our ethos. Over the last few years, the preschool has reflected and modelled this through

For the period ended 31st August 2023

exploring the Forest School approach. Last year, the Committee of Trustees approved the investment of the Deputy Manager to complete a Level 3 Forest School Leader qualification. During the first term of this academic year, the Deputy Manager completed and passed her Level 3 course enabling a variety of specific Forest School skills activities to be planned with the children including whittling, sawing, making a fire and of course cooking on the fire.

However, what the Forest School Leader and Manager identified is that whilst the opportunity to undertake specific Forest School skills has been impactful with the children, it is the Forest School pedagogical approach and principles that have provided the greatest impact with the children and the practitioners. The principles of Forest School* are:

- (i) Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment.
- (ii) Forest School takes place in a woodland or natural wooded environment to develop a relationship between the learner and the natural world.
- (iii) Forest School aims to promote the holistic development of all those involved fostering resilience confidence, independence and creativity of all learners.
- (iv) Forest School offers learners the opportunity to be risk-takers appropriate to the environment and themselves.
- (v) Forest School is run by qualified Forest School practitioners who maintain and develop their professional practice.
- (vi) Forest School uses a range of learner-centred processes to create a community for development and learning.

*Forest School Principles agreed by Forest School community in 2011

This year we have therefore been working overall on implementing and role-modelling consistently the Forest School approach to the children along with the practitioners. To support the approach for practitioners, during an INSET day, the Forest School Leader led a session for all practitioners in Knole Park, using the woodland area to support the practitioners in further understanding the approach and the activities from the child's perspective. The practitioners enjoyed learning more about the approach and their role in supporting children in Forest School. The end of the session saw the team build a fire and cook lunch together which demonstrated the teamwork approach, a vital component of Forest School. The Forest School Leader throughout the year consistently role-modelled the Forest School principles, in order that on her non-working days, other practitioners were able to model and continue using the Forest School pedagogical approach together with the children.

For the children this year, the Forest School-inspired activities, as part of our outdoor classroom, were prepared for every afternoon supporting the principle of a Forest School programme being frequent and regular. Whilst much of the programme from the outset was located within the outdoor space of the preschool, opportunities to explore the

For the period ended 31st August 2023

natural environment of Knole Park were taken as well as observing the park's wildlife animals. The children at the outset, were guided by the Forest School leader in planned and organised activities, however as the children's confidence grew and they became familiar with the surrounding areas and resources they could use, many more child-led activities started to emerge. All these changes demonstrated the build in confidence of the children with the outdoors and led to much more risk taking when being invited to take part in Forest School skills.

Forest School skills that the children were invited to take part in included: whittling of wood with peelers, sawing wood with a bow saw and learning how to use different tools e.g, trowels or using string to tie sticks and wood together. The children learned how to prepare a fire, the different elements from the outdoors to build it, and then how to use flint and steel to light a fire. Additional skills explored included having the children create pictures using charcoal used from a previous fire. A popular Forest School activity throughout the year and in all weathers was den building. Using sticks, tarps and ropes the children were invited to create different dens to take shelter in, or to use in imaginary play or to create a "tent" to live in! These activities were repeated numerous times throughout the year in order that the children built up their confidence in using tools and building dens. Over time, the children then began to lead the choice of activity knowing the materials that would be needed.

Activities across the year were wide and varied, and whilst there was a clear plan each week – to ensure materials were sourced and practitioners prepared – there were many times that plans were changed altogether or adapted, based on the learner-centred process in which the children were able to direct how an activity developed.

In addition to the Forest School skills, the outdoor programme over the year covered the following: hibernation and the building of both hedgehog houses, bug hotels and learning how a bird's nest is made, making bird feeders to hang in the trees, as well as investigating mini beasts and where they live (worms are a particular favourite!), leaf identification and leaf printing. Learning about the trees in the surrounding area was explored, and books such as "Leaf Man", "Tree: Seasons Come and Seasons Go" and "The Giving Tree" were all used to reinforce the natural landscape in all elements of the curriculum. Ropes were looped around the trees with the pulley system set up to lift and move wooden boxes of different materials around the outdoor space. Finding different ways to explore the outdoor space using the pedagogy of Forest School has been a continuing learning curve. Sticks were even used to create Chinese characters during Chinese New Year to reflect how all parts of the curriculum can be reflected both indoors and outdoors. This will continue and be built on in the next year.

For the period ended 31st August 2023

III. CURRICULUM PLANNING AND APPROACH – To review and adapt the setting's approach to and planning of the curriculum to ensure delivery of an inspirational curriculum which evolves and adapts in response to children's needs.

The preschool has 3 main term headings to provide an umbrella guide to structuring learning activities throughout the year, as well as mini topics and workshops. The Autumn term is "All About Me" where we learn about the children – their families, their likes and dislikes, their strengths and those things they find challenging – and how we can support them. The Spring term is "All About My World" learning about the wider world in which we live and the Summer term is "All About My Community" learning about the area in which we live with our families and the different parts that make up our community.

This academic year, we identified an increase in separation anxiety from children with many attending the preschool having never attended play groups or toddler groups or activities as children did pre-pandemic. This meant that the curriculum was adapted to ensure the settling of all children at the setting, e.g. children initially attending shorter sessions to build up to a full session away from the parent. Lots of pictures of families and loved ones were visible throughout the setting to encourage conversation about families. Exploring activities using resources reflecting those that children enjoy at home was a key element to settling all new children. Through this exploration, all children settled and engaged in the activities and programme of the preschool.

Following the term of "All About Me", we identified that we had children attending with English as an Additional Language (EAL), and rather than have a few survival words to use with the children, we wanted to explore a deeper way to engage each family. We therefore decided for the Spring term to dedicate the term to exploring the countries from which the children and their families originate. We wanted to learn about the culture and traditions, what the country is known for, what food dishes are from the country and invite a member of the child's family into the setting to share something of the country, even hear the language of that country spoken. We had no idea of the explosion of learning for children and practitioners it would create, as well as the importance of recognising a country and all its variety, together with the significance for every child to have a member of their family coming into the setting to talk to all the children. Whilst we had planned a few countries, we discovered that from the children at the setting, more than 16 countries were represented. The planning for the countries therefore extended beyond the Spring term into the Summer term in order that all children felt that their family and country had been represented.

The countries explored were: China, Sweden, Russia, Poland, Brazil, Japan, Romania, Ireland, South Africa, England, Italy, France, Benin, Turkey and Mauritius. We had parents and/or grandparents visit who shared well-known stories in the language of their

For the period ended 31st August 2023

country. Some parents shared traditional dress, some shared food detailing the meaning behind the food and many shared music and dance local to the country. The workshops for the term were also linked to the country being explored. The children started the week learning where the country was in the world by being shown the location on a world map and the continent. Each child was able to then create the flag of that country, and this was placed inside an individual "passport" that was then filled with the countries explored over the weeks.

Workshops included making dishes local to the country e.g. Kanelbullar from Sweden, Bhajas from Mauritius, learning about scientists from the countries and the breakthroughs that were made, e.g. the first heart transplant was performed in South Africa, in Poland learning about Marie Curie and her contribution to the scientific world and the x-ray. The arts or music workshop meant that many vibrant and engaging works were explored and listened to, e.g. making amazing masks to celebrate Brazil carnivals, creating origami reflecting Japanese paper folding. Every week, the children marvelled and learnt about countries near and far and families were excited to find out each week the next country they would explore. Children were excited by parents visiting the setting, with those children with English as an Additional Language lighting up with family members sharing many cultural experiences from their country with their friends at preschool. The excitement and learning were not just experienced by the children and the families, but also all the practitioners. By the end of the Summer term, all the practitioners found it invaluable to have learnt about countries their key children were from, to observe and track the build in confidence and engagement of their key child over the weeks particularly when exploring their country. At the end of term celebration, the children, unprompted, were able to name all 16 flags of the countries and share information about each of them. The programme was a great reflection of a truly "inspirational and inclusive curriculum".

IV. UN SUSTAINABLE DEVELOPMENT GOALS – To develop the setting's commitment to the goals within everyday practice at the setting and develop specific activities around the goals.

On reflection of the academic year, we recognised bringing to life the UN's 17 Sustainable Development goals through specific programme activity was a significant undertaking for the children. We therefore had actively explored goals that we could reflect in everyday practice at the setting. At times we were not explicit in explaining they were UN SDG goals, but we were able to explore the following:

Goal 3 – Good Health and Wellbeing for people – the health and wellbeing of all children at the setting is paramount. Every year we encourage healthy eating with the children through using the Eat Well Wheel demonstrating different food groups that we should be trying to eat throughout the day. The team regularly discuss food we enjoy that is good for our bodies and those foods we should have sparingly. Over the academic year, as we

For the period ended 31st August 2023

encouraged the children through snack time, our cookery workshops and at lunchtime, the children began to recognise and talk about foods that were healthy, were encouraged to taste new foods and to recognise on food packaging what is healthy and what is not healthy to eat. Parents were hugely supportive of the topics discussed, recipes used in the workshops and the sensitivity and inclusion around food intolerances and other food sensory concerns. This focus also included a specific approach to oral health, how to take care of our teeth, how to clean our teeth and what foods may cause problems for teeth growing up.

Through the focus of our Forest School pedagogical approach, we know that exploring the outdoors and activity is good for well-being. The children over the year continued to demonstrate the benefits of the outdoors for their well-being, through improvement in levels of concentration, coordination, and confidence. Children also began to play together and develop friendships and learn teamwork, all vital for ongoing well-being. Using a small pod in each room, as well as the outdoor teepee, quiet areas were also provided to ensure that children, if they were feeling sad, or frustrated, would be able to have some quiet area to be. The children over the year began to recognise their emotions with lots of discussions about how we feel, how others might feel and how we can help others feel better. Having health and wellbeing as a priority within the setting is key to ensuring the positive development of every child.

Goal 5 – Gender Equality – in all activities, we consistently tell children that they can all achieve their potential and their dreams. An activity at the start of the year was to ask children who would do a list of named jobs e.g. fire fighter, nurse, doctor etc. At the outset, children would regularly reflect that boys are footballers, doctors and firemen. That girls are nurses, work in a shop and are teachers. Through lots of discussion, we discussed that whilst yes, many do those jobs, but that there are footballers, doctors and fire fighters who are girls, that boys can be nurses, work in a shop and be teachers. Throughout the year, we encouraged the children to talk about the careers of their parents and wider family who are their role models, and the importance of work and how we want to have the best person to do jobs well and to encourage children to want to take part in all activities.

Goal 12 – Responsible Consumption and Production – The children learnt at the beginning of the year the different recycling bins that we have, the signs on them, what materials are put in each and what happens to these materials. Throughout the year, children enjoyed opportunities to do recycling, repurpose and re-use, and thoroughly enjoyed re-using plastic and card items from the recycling bins and from home to create fantastic models. With the focus on outdoor, the children were also taught to use the indoor compost bin for food leftovers. During the afternoons the children emptied these bins into our outdoor large composting area and in the spring term, the children were then shown how the lower part of the composting area contains wonderful soil. They discussed how this soil was created from the leftover food from the compost bin and placed the soil in the gardening trugs where we grew flowers and supported the growth of small elder trees.

For the period ended 31st August 2023

The children were also taught to turn off lights before going outdoors so that energy was not wasted and we were protecting the planet, but also that with the natural light throughout the preschool, we didn't always need all the lights on. We explained that even turning off the light for a short time helps our planet.

Goal 14 – Life Below Water – during the Summer term, the children asked to explore the topic of animals and so we chose to use 2 of the SDG goals to discuss animals both below water as well as on land. Using the water tray daily, the children shared their knowledge of creatures below the water as well as learning about other mammals, fish and other wildlife. These discussions were child-led as many of the children know lots of information about different animals and where in the world they have travelled to see them. Extending this learning, the children were asked about all the rubbish that can sometimes be seen on the water, and how this impacts the creatures. Further exploration of this topic will continue in the following year.

Goal 15 – Life on Land – the children love to discuss animals, particularly when they have experienced seeing them in their habitat, from worms and other mini beasts in the garden, to pets at home, visiting farms, safaris and other holidays in which animals have been seen. Particularly through Forest School, the children learnt about different habitats of animals and created hibernation boxes. In addition, the children enjoy learning about trees and their importance. With the risk of ash dieback on some of the trees at the setting, discussions about taking care of trees and the different trees at the setting, prompted the children to ask if we could grow trees. We were donated 6 elder trees saplings which have been planted in the trugs and once they get bigger will be transplanted around the outdoor area in the following year.

V. SAFEGUARDING AND WELFARE – To continue to revise practice for the health and well-being of each child at the setting.

The significance and priority of safeguarding will never be underestimated at the setting and our safeguarding policy highlights that we recognise that safeguarding concerns “can happen here”. Therefore, the Manager as Designated Safeguarding Lead undertakes an annual refresher of the Kent specific Designated Safeguarding Lead (DSL) training course and ensures that both Deputy DSLs remain up to date with the latest information in between their training (every 2 years). The safeguarding priority also extends to the Committee of Trustees, by having a nominated representative on the Committee for Safeguarding who provides governance and oversight of our safeguarding procedures. This trustee prompts and questions us to ensure that we maintain a high level of commitment to safeguarding.

The Deputy Manager undertook termly audits of accidents, incidents and existing injury reports to identify any patterns over the year. These audits explored whether it was a certain day, time of day, location indoors or outdoors and whether a pattern emerged for these to occur. It was recognised that with the significance of the outdoor programme,

For the period ended 31st August 2023

more accidents were recorded outdoors, and therefore more specifics were added to the audit to understand if there were any patterns in incidents arising in specific areas outdoor. The audit results were shared in staff meetings and any amends to practice, or recommendations of activities or equipment were then taken on board and actioned.

The Annual Conversation visit in March 2023 by a representative from Kent County Council ensures that we are regularly reviewed regarding Safeguarding and Welfare, both in practice and procedures. This is hugely beneficial to ensure we continue to remain responsive and with a high focus on safeguarding. The resulting report following the visit reflected the high level of safeguarding that the setting holds, which was an encouragement to the team.

Whilst the EYFS details the minimum requirements for the number of First Aid trained members of staff, we have adopted a requirement that all staff members involved with children have a current paediatric first aid certificate. We maintain the staff certificates in the hallway of the setting and ensure that we track when retraining is required. This has remained in place for this academic year. We also have a staff member sitting at each small table at lunchtime with the children to monitor safeguarding whilst eating. We recognise the choking hazards of children during snack and lunch and ensure that staff members are specifically aware of this and how to deal with the situation.

Throughout the year, safeguarding was a standard discussion point within the staff meeting agenda to ensure that any concerns were raised promptly, and all staff members were able to contribute and make suggestions to keep the levels of safeguarding high and front of mind.

Management of the Setting:

1. STAFF DEVELOPMENT – To invest in training that support the development of staff skills, informs their practice and subsequently positively impacts the setting. Cascading learning to other practitioners will also be key.

Whilst the struggles of recruitment and retention in the Early Years sector is widely known, as a setting we are committed to investing both in our practitioners, as well as encouraging other individuals who may consider a career in Early Years. At the start of the year, one of our practitioners had been studying for her Level 3 qualification and we were delighted that she passed with distinction. Towards the end of the academic year, we were approached by Trinity School to offer a work experience placement for a Year 10 student. The student worked at the setting for 2 weeks with an overall view that working with the children was “brilliant” and told other members of her year group to consider a

For the period ended 31st August 2023

career in Early Years. In the next academic year we will be building on this commitment to encourage more people in to Early Years.

With an increased need for support for the children at the setting, the SENCo recognised that to continue to give the best support to children and their families, it would be beneficial to undertake the new Level 3 SENCo qualification in Early Years. The aim of the learning was to explore the role and responsibilities of the SENCo specifically in an Early Years setting, to understand the strategies and techniques for supporting children and their families and to increase their knowledge of SEN codes of practice.

The training took place over 4 months and the impact was seen in the following ways:

- (i) The SENCo felt better equipped and more confident progressing through each stage of the SEN process.
- (ii) The SENCo was provided with strategies and techniques to support the process so enabled a more targeted, focused and clear application completed for every child needing support, thus ensuring that at SEN meetings e.g. LIFT, productive input and support was sourced, and secured.
- (iii) Other practitioners who were the key person for a child needing support were able to develop more focused and clear targeted plans through support from the SENCo, who explained to the practitioners how to develop SMART targets for these plans.

Our Forest School leader, having taken a year to complete the Level 3 leadership qualification, attended a refresher course mid-way through the academic year. This enabled the Forest School Leader to meet up with other leaders, discuss, exchange ideas, build her network and gain inspiration to bring back to the setting to share with the practitioners. The impact of the refresher course was reflected in the following:

- (i) The Forest School leader demonstrated more confidence in leading activities, particularly more adventurous ones e.g. developing and creating a fire, teaching the children to use flint and steel, children using a bow saw.
- (ii) The Forest School leader led new or adapted activities for the Forest School programme.
- (iii) More confidence in tool-based activities.
- (iv) With the increased confidence of the Forest School leader, the practitioners were able to observe and role-model some of the activities either alongside the leader or on another day when the leader was not working at the setting.

Two practitioners undertook the "I CAN TALK" course focusing on language and communication. The course and its impact within the setting has been documented under the Education Programme objective highlighting the impact on language and communication with the children as well as the practitioners.

For the period ended 31st August 2023

In addition, the SENCo also attended the "Let's Talk Communication" and "Behaviours and Communication" training to continue to support the commitment of the setting to language and communication. In the staff meeting, the SENCo provided feedback and notes regarding key points for the practitioners to identify and observe in their practice to ensure that a child is being supported correctly. Rather than just looking at the behaviours, we were encouraged to look at what may be triggering the behaviours. This impacted the practitioners as they reflected on practice and how they manage behaviour.

II. STAFF WELL-BEING – To continue to effectively support staff well-being.

During the previous year, 7 strategies were implemented to support practitioners' well-being. These continued through this academic year:

1. Flexibility for the staff rota to cover one another during appointments or key meetings.
2. Manager covering lunchtime to ensure practitioners took lunch breaks.
3. Paperwork given during working hours to enable observations and tracking of key children.
4. New tablets for recording observations rather than outdated Kindles.
5. Structure of staff meetings to maximise all staff input.
6. Star of the week in the newsletter to recognise the hard work of staff members.
7. Discussions with the Committee of Trustees on staff well-being.

During this year, the Deputy Manager took the lead using the Forest School approach, to explore and share with the practitioners, well-being practices. The Deputy Manager therefore led a mindfulness activity at the beginning of each staff meeting. This enabled the busyness of the day to be put to one side whilst having a few minutes to stop, to rest and clear the mind. Staff members recognised the importance of those few minutes to focus on quiet before staff meetings and recognised that children also need these times of quiet. Positive feedback was given by the team so that it has continued at staff meetings, but also through the busyness of an Early Years setting, the team have used the same techniques with the children to support their well-being as well as their own.

Following the "all about my world" theme during the year and engaging each week around a different country, by inviting parents and other family members into the setting to share, it brought a sense of energy and lifted the practitioners. The energy generated by parents who shared activities and information with the children inspired practitioners who said they were as excited as the children as each week we learnt about a different area of the world. Having different people, voices and activities created at the setting, giving the practitioners the opportunity to learn themselves as well as observe their key children learning, ensured that the engagement throughout the term and well-being was very high.

For the period ended 31st August 2023

III. SETTING ADMINISTRATION – To review database platforms currently used across the setting and with families, with a view to streamline the system, improve efficiency and reduce paperwork.

Historically, the software for learning journals used at the setting has been Tapestry, providing observations demonstrating each child's learning during sessions. It was noted through using the Kindles that the link between Tapestry and the photo platform was not efficient, causing staff members to download and upload each image that took time to complete meaning limited observations during paperwork time. A review to explore both storage of images and learning journal software was therefore undertaken.

In addition, maintaining relevant safeguarding records was very paper driven, creating large volumes of photocopying of forms and files required to hold the paperwork. The daily register was completed on paper, with no room to provide notes, creating additional administrative paperwork to record. Each accident, incident and injury required a separate page on a booklet completed and then signed by the parent. The signed form would then be at the setting, and the parent would not have a record. In addition, all audits were then manually created, requiring significant amounts of time and work. A review was conducted to explore a software platform that may provide a more efficient and effective way of working.

Through the review of 3 different software platforms, the decision presented to and approved by the Committee of Trustees was to use one platform – Blossom Educational – for all record keeping as well as observations. The software platform was approved at the end of the academic year, ensuring that all current and relevant information was transitioned over to the new system ready for the new academic year. The impact and savings using this new software will be reviewed over the next academic year.

IV. COMMITTEE MANAGEMENT AND GOVERNANCE – To build on the strong partnership between the Committee and setting and identify opportunities to build in succession planning of Committee roles.

The Committee of Trustees reappointed at the AGM in November 2022 have predominantly remained the same for the academic year, except for the Chairperson.

At one of the first meetings of the academic year, it was noted that the Committee wished to continue to provide strong governance. Therefore, the Committee undertook the training "A Successful Charity" in December 2022 provided by Kent County Council. Through this, the committee recognised that knowledge about the organisation could be improved as well as better understand the financial position of the setting. In the following months, the trustees developed a list of action points to follow up, including succession planning.

For the period ended 31st August 2023

The role of Chair is traditionally a significant one, together with the Treasurer and Secretary. These roles typically cover the main responsibilities and workload for the Committee, so if any of the individuals holding these roles resigns, this can significantly impact on the Committee to replace and train up a new trustee. The current Chair, who works in architecture and building, has brought valued project management experience and continues to challenge the Manager to manage her workload using the strong leadership team and experienced practitioners to support. The importance to build trustee support around the key roles to avoid overload of work and reliance on the Chair and Manager, was a key aim also achieved through the development of sub-committees. The Finance sub-committee has been embedded to provide strong financial governance and has been led by the Treasurer who has a background in investment banking and has provide governance and oversight of the finance of the charity.

Two further sub-committees were established this year. An HR sub-committee was created to support the Manager leading the team of practitioners, providing guidance and support on HR matters throughout the year. The Chair of this committee is a senior leader in HR at a large corporate firm, who has brought valued expertise for the Manager and committee. A fundraising sub-committee was also created to raise much needed funds for resources at the setting, where budgets are tight. This committee is chaired by a parent who has experience in Marketing and Events, so has ensured that the fundraisers were varied, fun and raised valued funds.

Identifying skill sets that would be a support to the Manager and to challenge, was another way to explore maintaining a strong oversight, as well as identifying committee members who would be able to commit to being a trustee for a sustained period. As detailed above, our current Committee of Trustees provide an outstanding level of expertise due to the sector in which they work. The Chair of Trustees In addition to the chairs of our sub-committees, our safeguarding representative is a Doctor in clinical research and has been valuable in reviewing and supporting our safeguarding approach. We have a longstanding governor from Lady Boswells School who continues to provide experience for the whole committee, and two further trustees providing both public and private sector experience who together continue to support and challenge the Manager to continue to review and adapt to different challenges and opportunities for the preschool.

We continue to explore how to manage the ongoing issue of training up trustees before they move on as their child transitions to primary school. During this year, the Committee demonstrated their support through meetings, financial reviews, fundraising and other ways to provide support to the Manager. Moving forward, the Committee will continue to explore continuity and succession planning.

Partnership working:

I. LOCAL COMMUNITY – To extend partnerships within the local community.

Continuing to build on the partnerships with many of the primary schools around Sevenoaks, the setting supported more involved transition programmes with the schools, to lessen the anxiety of starting school for the children. One school sent their Head of Early Years to spend time with children that were joining them in the September. Another school created a 3-week transition programme, enabling the children to experience assembly, lunch and outdoor play. A further school invited a practitioner to join a visit to the primary school with the children, enabling the practitioner to support the children who attended to discuss this in the circle time at preschool. The SENCo of the preschool also worked with the SENCo for each primary school, where further support for specific children had been identified. All the practitioners are committed to supporting the children through this key transition to the next stage of their education and we will continue to build on these partnerships.

The preschool also signed up to the Neighbourly programme and have benefited from local grants and food collection which has been an important link with the community, as well as a valuable way to manage costs and secure further income. We aim to build on our engagement in this programme in the year ahead.

Through Forest School and proximity to Knole Park, the children have engaged in trips to the park, as well as litter picking projects in the Environmental Park close near the setting. Extending our footprint in the community to the market, leisure centre and library is in the plan for the year ahead.

II. PARENTAL ENGAGEMENT – To continue to engage parents in supporting their child's development in partnership with the preschool

The engagement of parents is a vital factor in the success of the preschool, particularly as without any advertising, the reputation of the setting is built on the recommendation of parents in the community. Parents engaged significantly with the preschool over the last academic year, which impacted positively for the setting. Opportunities to engage included:

- Parents from different countries visited the setting as part of the "All About My World" programme and shared stories, food, traditions, dress, dance and facts about the country they are from. This engagement of parents profoundly impacted the children, particularly those whose parents took part, as well as other children learning more about the families of the preschool community and sharing their experiences at preschool.

For the period ended 31st August 2023

- Parents on the Committee of Trustees – who through their valued engagement were able to understand the significant input required to work in Early Years, the lack of funding and support, and provided their skills and time to support the ongoing success of the preschool.
- Parents who were unable to attend the setting during the weekday, volunteered time and resources on weekend volunteer days. Parents built equipment in the outdoors, painted the walls of the rooms at the preschool and undertook tips runs and cleared rubbish. Through these days, parents got to know other parents and the children were proud that their parents were involved, making parents feel invested in the setting.
- Parents also supported the setting through voluntary contributions. With the significant shortfall of funding within Early Years, parents committed to giving financially ensuring that we continue to have a secure financial position.
- Parents attended our fundraising activities, like the summer fete ensuring that over the year almost £2k was raised through activities created by the fundraising sub-committee. The fundraising monies enabled the purchase of resources for Forest School contributing to additional learning opportunities for the children.
- The Manager sent a weekly newsletter to parents sharing about “the week that was” and then about “the week to come” that provided an overview of all activities, any donations from home that could be brought in, notices and up to date information about the setting. These communications ensured that the number of email communications were kept low and that parents had a central hub of information and were clearly aware of the activities each day that their child would be involved in.
- Towards the end of the academic year, parents were invited to take part in a parent survey about the preschool. Through 10 questions which included safety and care of every child, Forest School, management of the setting, communication with parents and any suggestions for improvement. Parents were asked to give either a yes or no answer or whether they agreed or disagreed on a sliding scale. Over half the parents responded and headline feedback included:
 - Everyone would recommend the preschool
 - Everyone strongly agrees their child is safe & well cared for
 - Everyone agrees the CW is well led and managed
 - Staff are thought to be warm, friendly, nurturing, caring
 - Forest school is a real asset
 - Transition to primary school is considered well managed and is greatly valued

Beneficiaries of our services

The key beneficiaries of our services are children aged 2–4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the preschool's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we had 50 children on our register who attend different

For the period ended 31st August 2023

sessions over the week. Following on from last year we continue to allow up to a maximum of 36 children per session. Of these 50 children, 8 have English as an additional language and 1 is in receipt of extra funding (SENIF) for learning support.

The children's progress is monitored throughout the year using the revised Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs were monitored using a targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, the first term's theme was titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with English as an additional language have made great progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others both familiar and unfamiliar.

Financial review

The Children's Workshop made a loss of £4,000, for the year ending 31 August 2023. This compares with a loss of £5,000 in the previous period. Total income for the year ending 31 August 2023 was £180,000, an increase of £21,000 from £159,000 in the previous period.

The majority of income, £171,000, was generated through pre-school fees and government contributions. The increase in both was underpinned by a number of factors; including children doing more hours (opting for full, as opposed to half days) particularly with the Forest School provision, a 5% increase in the pre-school fee rates from September 2022 and a full year of the Quality Teacher Supplement (which was effective from January 2022, i.e. just two terms, in the previous financial period).

Other sources of income include grants, voluntary contributions and fundraising. These all declined in the year to 31 August 2023.

Total expenditure for the year ending 31 August 2023 was £184,000, up from £164,000 in the previous period. Staff costs accounted for £146,00, up from £130,000 in the previous period. The increase in staff costs was driven by one additional practitioner starting in September 2022, having an Officer Administrator in place for a full year (starting January 2022) and a salary increase for all staff from April 2023 (at the point the National Living Wage increased by nearly 7%).

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2023

A marked increase in utility costs also contributed to higher expenditure in the year ending 31 August 2023. Utility costs increased to £4,600, up from £1,800 in the previous period.

As at 31 August 2023 cash at the bank was £83,000, down from £90,000 in August 2022. Cash flows from operating activities were positive and there was no investment spending (i.e capital expenditure on the building) during the period.

It was the final repayment of loan capital, £10,600, which weighed on the cash at bank, reserve position. The Children's Workshop obtained the seven-year loan in 2016, in order to purchase the pre-school building. The final repayments on the loan, of £10,600, were made during the financial year and as a result the Charity Bank loan was fully repaid as at 31 August 2023. The repayment of the loan means that, going forward, the cash reserves will no longer be impacted by the repayment of loan capital and that annual expenditure will no longer be impacted by loan interest payments.

The net asset balance was £221,000 as at 31 August 2023, down from £225,000 at 31 August 2022.

Principal risks and uncertainties

The Children's Workshop's ownership of a building forms the basis of most of the financial risks undertaken by The Children's Workshop. Principal risks and uncertainties have been identified as follows:

- Continuing increase of the National Living Wage on the salary structure.
- Sector wide challenges on the recruitment and retention of practitioners.
- Introduction of further Government initiatives, which may not provide sufficient income per child to maintain the current service.
- The cost of ongoing building and maintenance work, as well as ad hoc capital expenditure to ensure that the quality of the building is maintained. Some of these costs can be relatively high and some may be unanticipated.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs as a general fund. Due to prudent budgeting, general reserves as at 31st August 2023 were £83,000 which means that The Children's Workshop has built up specific reserves to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2023–2024

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards:

- I. **Educational Programme** – To identify and adapt inspirational programmes and activities that reflect the needs of the children at the preschool, and supports delivery of the EYFS curriculum
- II. **Forest school development** – To develop a gardening approach to the outdoor programme including sustainability, building on the forest school principles and outdoor focus.
- III. **Curriculum planning and approach** – To build on the achievements of last academic year and explore different teaching and learning approaches to better understand and meet the needs of the children at the setting.
- IV. **UN Sustainable Development Goals** – To build on the initial programme around the goals and develop intrinsic practices in the setting.
- V. **Safeguarding and Welfare** – To continue to review and revise practice for the health and well-being of every child at the setting.

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- I. **Staff Development** – To continue to invest in training for staff members, promote working in the Early Years sector and provide opportunities to experience working in Early Years to encourage more practitioners into this sector.
- II. **Business Administration** – To evaluate and identify learnings from new administration and learning journal software.
- III. **Financial Planning and Management** – To explore efficiencies and processes to streamline finances at the setting
- IV. **Committee Management and Governance** – To explore further opportunities to build the strong partnership between the Committee and setting that has been developed and identify opportunities to streamline processes for Committee members.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2023

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

- III. **Local Community** – To identify and build opportunities for the children to engage within the Community.
- IV. **Parental Engagement** – To continue to engage parents in supporting their child's development in partnership with the preschool.

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (finance and fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict-of-interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

Committee members who resigned during the financial period.

Date of resignation

Dr Anneen Aucamp
Katalina Bateman

November 2022
November 2022

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2023

Gillian Bragg	November 2022
Rebecca Rushton	November 2022
Ursula Spindler	March 2023
Claire Icel	April 2023
Claire Charlton	July 2023

Current committee members

Date of appointment, election or re-election

Andrew Scrace (Chair)	November 2022
Catherine Burgess (Treasurer)	November 2022
Kathryn Preedy (Secretary)	November 2022
Nicky Mackert (Preschool Manager)	November 2022
Kristina Brockington	November 2022
Mark Cheeseman	November 2022
Katie Garman	November 2022
Kinvara Rogers	November 2022
Dr Jocelyn Walbridge	November 2022

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Trustees give their time voluntarily and receive no benefits from the charity for their work as trustees. During an extraordinary meeting on March 21st, 2023, Ursula Spindler resigned as Chair from the Committee. Andrew Scrace, having consented to act as Chair, was appointed and approved. Due to several factors, Claire Icel required to tender her resignation from the committee in April 2023. Claire Charlton also resigned her post on the Committee, effective immediately, following an interview process for the position of Office Administrator at the preschool and securing the position.

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' annual report and the financial

For the period ended 31st August 2023

statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and estimates that are reasonable and prudent
- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- There is no relevant financial information of which the charitable company's independent examiner is unaware
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant financial information and to establish that the independent examiner is aware of that information

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2023 was 49 (2022: 49). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2023

The trustees' annual report has been approved by the trustees on 30 April 2024 signed on their behalf by:



Andrew Scrace
Chair of Committee of Trustees



Catherine Burgess
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

Independent Examiner's Report to the Trustees of The Children's Workshop Financial Year Ended 31 August 2023

I report on the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2022 to 31 August 2023 which are set out on the following pages.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items disclosed in the accounts and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view of the accounts.

Independent Examiner's Statement

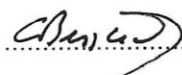
In connection with my examination, no matter has come to my attention:

(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 41 of the Charities Act 1993 (the Act); and
- to prepare accounts which accord with the accounting records and to comply with accounting requirements of the Act have not been met; or

to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Name

GRANT BENSTED FCA

Address

19 MEADOWLANDS, SEAL, SEVENOAKS, KENT TN15 0DH

Date

2/5/25

The Children's Workshop

Statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2022 to 31 August 2023

		Year to 31/08/2023			Year to 31/08/2022		
	Note	Unrestricted £	Restricted £	Total £	Unrestricted £	Restricted £	Total £
Income from:							
Donations/legacies/Grants	2	5,674	3,595	9,269	9,063	6,188	15,250
Charitable activities	3	170,387	300	170,687	141,985	1,473	143,458
Investment income	4	239	-	239	6	-	6
Total income		176,300	3,895	180,195	151,054	7,661	158,715
Expenditure on:							
Raising funds	5	-	-	-	-	-	-
Charitable activities							
Pre-school	5	180,236	3,895	184,131	155,803	8,211	164,013
Total expenditure		180,236	3,895	184,131	155,803	8,211	164,013
Net income / (expenditure) before net gains / (losses) on investments		(3,936)	-	(3,936)	(4,749)	(550)	(5,299)
Net gains / (losses) on investments		-	-	-	-	-	-
Net income / (expenditure) for the year	15	(3,936)	-	(3,936)	(4,749)	(550)	(5,299)
Transfers between funds		-	-	-	-	-	-
Net income / (expenditure) before other recognised gains and losses		(3,936)	-	(3,936)	(4,749)	(550)	(5,299)
Gains / (losses) on revaluation of fixed		-	-	-	-	-	-
Other gains / (losses)		-	-	-	-	-	-
Net movement in funds		(3,936)	-	(3,936)	(4,749)	(550)	(5,299)
Reconciliation of funds:							
Total funds brought forward		225,352	-	225,352	230,101	550	230,651
Total funds carried forward		221,416	-	221,416	225,352	-	225,352

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2023

	Note	31/08/2023 £	31/08/2022 £
Fixed assets:			
Tangible assets	8	141,631	152,973
		141,631	152,973
Current assets:			
Debtors	9	1,782	-
Balance at Bank		83,086	89,862
Cash in hand		-	-
		84,868	89,862
Liabilities:			
Creditors: amounts falling due within one year	10	5,083	17,483
		79,785	72,379
Net current assets / (liabilities)		221,416	225,352
Total assets less current liabilities		221,416	225,352
Creditors: amounts falling due after one year	12	-	-
		221,416	225,352
Net assets excluding pension asset / (liability)		221,416	225,352
Defined benefit pension scheme asset / (liability)		-	-
		221,416	225,352
Total net assets / (liabilities)		221,416	225,352
Funds:	14		
Restricted income funds		-	-
Unrestricted income funds:			
Designated funds		141,631	142,381
Revaluation reserve		-	-
Pension reserve		-	-
General funds		79,785	82,971
Non-charitable trading funds		-	-
		221,416	225,352
Total unrestricted funds		221,416	225,352
Total funds		221,416	225,352

For the year ending 31 August 2023 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies'

Approved by the trustees on 30 April 2024 and signed on their behalf by :



Andrew Scrace
Chair



Catherine Burgess
Treasurer

The Children's Workshop

Consolidated statement of cash flows

For the period 1 September 2022 to 31 August 2023

	Note	Year to 31/08/2023	Year to 31/08/2022
		£	£
Cash flows from operating activities			
Net cash provided by/ (used in) operating activities	15	3,817	(8,471)
Cash flows from investing activities:			
Dividends, interest and rents from investments		-	-
Proceeds from the sale of fixed assets		-	-
Purchase of fixed assets		(8,589)	
Proceeds from sale of investments		-	-
Purchase of investments		-	-
Net cash provided by / (used in) investing activities		-	(8,589)
Cash flows from financing activities:			
Repayments of borrowing	(10,593)	(5,548)	
Cash inflows from new borrowing	-	-	
Receipt of endowment	-	-	
Net cash provided by / (used in) financing activities		(10,593)	(5,548)
Change in cash and cash equivalents in the year		(6,776)	(22,608)
Cash and cash equivalents at the beginning of the year		89,862	112,470
Change in cash and cash equivalents due to exchange rate movements		-	-
Cash and cash equivalents at the end of the year		83,086	89,862

The Children's Workshop

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

1 General information

The Children's Workshop is a Charitable Company established on 25th February 2004 by memorandum and articles of incorporation subsequently amended on 29th September 2016.

2 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with the Charities SORP (FRS 102) - Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

c) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

d) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

e) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

f) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Charity; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

g) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

1 Accounting policies (continued)

h) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose

Expenditure on charitable activities includes the costs of running the preschool and its associated support costs

Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

i) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity. However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

Pre-school	68%
Support costs	16%
Governance costs	16%

j) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

Modular Building	20 years
Computers & equipment	3 years

k) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

l) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account. Cash balances exclude any funds held on behalf of service users.

m) Creditors and provisions

Liabilities are recognised when there is an obligation at the Balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably.

Liabilities are recognised at the amount that the Charity anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised in the Statement of Financial Activities as a finance cost.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

1 Accounting policies (continued)

o) Financial Instruments

The Charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

p) Pensions

The Charity operates a defined contribution pension scheme and the pension charge represents the amounts payable by the Charity to the fund in respect of the year.

2 Income from donations and legacies

			Year to 31/08/2023	Year to 31/08/2022
	Unrestricted £	Restricted £	Total £	Total £
Donations	4,708	-	4,708	7,294
Grants	-	3,595	3,595	6,188
Fundraising events	966	-	966	1,769
	5,674	3,595	9,269	15,250

3 Income from charitable activities

			Year to 31/08/2023	Year to 31/08/2022
	Unrestricted £	Restricted £	Total £	Total £
Pre-School Fees	81,178	-	81,178	64,651
Government contributions to fees	88,547	300	88,847	78,187
Contribution to school trips, uniform etc	662	-	662	620
Total income from charitable activities	170,387	300	170,687	143,458

4 Income from investments

			Year to 31/08/2023	Year to 31/08/2022
	Unrestricted £	Restricted £	Total £	Total £
Bank Interest	239	-	239	6
	239	-	239	6

The Children's Workshop

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

5 Analysis of expenditure

	Cost of raising funds £	Charitable expenditure: Pre-school £	Governance costs £	Support costs £	Year to 31/08/2023 £	Year to 31/08/2022 £
Staff costs (Note 6)	-	116,254	8,985	20,676	145,915	105,565
Equipment	-	2,343	-	-	2,343	5,566
Pre-school Supplies (incl snack)	-	1,652	-	-	1,652	1,206
School activities	-	558	-	-	558	633
Recruitment	-	87	-	-	87	45
Rent	-	554	-	-	554	-
Ground Rent	-	2,268	-	-	2,268	2,600
Utilities	-	4,577	-	-	4,577	1,821
Maintenance costs	-	1,771	-	-	1,771	2,389
Cleaning costs	-	1,695	-	-	1,695	2,010
Other premises costs	-	701	-	-	701	1,664
Business Rates	-	1,019	-	-	1,019	685
Insurance	-	1,686	-	-	1,686	1,739
Professional costs	-	790	60	-	850	(3,426)
T-shirts and book bags	-	740	-	-	740	480
Training costs	-	1,924	-	-	1,924	2,477
Fundraising costs	-	-	-	-	-	-
Office supplies	-	1,598	-	-	1,598	1,420
Depreciation	-	11,342	-	-	11,342	10,352
Phone	-	1,299	-	-	1,299	996
Other administration costs	-	725	-	-	725	-
Bank charges	-	87	-	-	87	91
Loan financing - interest	-	446	-	-	446	1,201
Event costs	-	-	-	-	-	-
Transportation costs	-	250	-	-	250	-
Other Volunteer Expenses	-	44	-	-	44	15
	-	154,410	9,045	20,676	184,131	139,529
Support costs	-	20,676		(20,676)	-	16,991
Governance costs	-	9,045	(9,045)		-	7,493
Total expenditure 2023	-	184,131	-	-	184,131	164,013
Total expenditure 2022	-	164,013	-	-	164,013	

Of the total expenditure, £180,236 was unrestricted (2022: £155,803) and £3,895 was restricted (2022: £8,211).

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2023	Year to 31/08/2022
	£	£
Salaries and wages	136,630	119,618
Redundancy and termination costs	-	-
Social security costs	4,227	5,995
Pension contributions	5,058	4,376
	145,915	129,989

No employee earned more than £60,000 during the year (2022: £ nil).

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2022: £ nil).

One trustee was employed by the charity during the year.

Nicola Mackert was paid under a contract of employment an annual salary of £26,551 in the period September 2022 to April 2023 and an annual equivalent salary of £30,240 from April 2023.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2023	Year to 31/08/2022
	No.	No.
Raising funds	-	-
Pre-school	8.7	7.9
Support	1.8	1.8
Governance	0.6	0.6
	11	10

8 Tangible fixed assets

	Pre-school building £	Fixtures & fittings £	Computers & equipment £	Total £
Cost				
At the start of the year	209,717	-	5,427	215,144
Additions in year	-	-	-	-
At the end of the year	209,717	-	5,427	215,144
Depreciation				
At the start of the year	59,025	-	3,146	62,171
Charge for the year	10,472	-	870	11,342
At the end of the year	69,497	-	4,016	73,513
Net book value				
At the end of the year	140,220	-	1,411	141,631
At the start of the year	150,692	-	2,281	152,973

All of the above assets are used for charitable purposes.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

9 Debtors

	2023 £	2022 £
Trade debtors	-	-
Prepayments	1,782	-
	-	-
	1,782	-

10 Creditors: amounts falling due within one year

	2023 £	2022 £
Creditors (loans due within 1 year)	-	10,593
Trade Creditors	-	4,290
Accruals	-	-
Deferred income	5,083	2,600
	5,083	17,483

11 Deferred income

	2023 £	2022 £
Balance at the beginning of the year	2,600	12,124
Amount released to income in the year	(2,600)	(12,124)
Amount deferred in the year	5,083	2,600
	5,083	2,600

12 Creditors: amounts falling due after one year

	2023 £	2022 £
Bank loans	-	-
Amounts due under finance leases	-	-
	-	-

Bank loans totalling £0

13 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	141,631	-	141,631
Net current assets	79,785	-	-	79,785
Long term liabilities	-	-	-	-
	79,785	141,631	-	221,416

The Children's Workshop

Notes to the financial statements

For the period 1 September 2022 to 31 August 2023

14 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school activities	-	3,895	(3,895)	-	-
Total restricted funds	-	3,895	(3,895)	-	-
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	142,381	-	-	(750)	141,631
Total designated funds	142,381	-	-	(750)	141,631
General funds	82,971	176,300	(180,236)	750	79,785
Total unrestricted funds	225,352	176,300	(180,236)	-	221,416
Total funds	225,352	180,195	(184,131)	-	221,416

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

15 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2023 £	Year to 31/08/2022 £
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	(3,936)	(5,299)
Depreciation charges	11,342	10,352
(Increase)/decrease in debtors	(1,782)	-
Increase/(decrease) in creditors	(1,807)	(13,524)
Net cash provided by / (used in) operating activities	3,817	(8,471)

16 Analysis of cash and cash equivalents

	At 1 September 2022 £	Cash flows £	Other changes £	At 31 August 2023 £
Cash in hand	-	-	-	-
Cash at Bank	89,862	(6,776)	-	83,086
Overdraft facility repayable on demand	-	-	-	-
Total cash and cash equivalents	89,862	(6,776)	-	83,086

17 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Report and financial statements

For the period ended 31st August 2022



The Children's Workshop

For the period ended 31st August 2022

Contents

Reference and administrative information	1
Trustees' annual report	2
Independent examiners report	26
Statement of financial activities (incorporating an income and expenditure account)	27
Balance sheet	28
Consolidated statement of cash flows	29
Notes to the financial statements	30

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2022

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Ursula Spindler (Chair) Rebecca Rushton (Treasurer) Katalina Bateman (Secretary) Dr Anneen Aucamp Gillian Bragg Kristina Brockington Catherine Burgess Claire Charlton Claire Icel Nicola Mackert Kinvara Rogers Dr Jocelyn Walbridge
Key management Personnel	Nicola Mackert (Preschool Manager) Melanie Lloyd-Nolan (Finance & HR Officer)

The trustees present their report and the financial statements for the period ended 31st August 2022.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude –

- We nurture our children's sense of self and belief
- We foster Self-Involvement, Engagement, Motivation, Risk Taking and Assessing
- We motivate exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and their sustainability
- We love to learn outdoors; we have a special focus on forest-style outdoor activities
- We strive to enthuse children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing resilience, independence, and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. ***Children's Learning and Development*** – to provide an exciting, high quality and varied learning programme for all children attending
2. ***Management of Setting*** – to run the setting effectively and efficiently
3. ***Partnership Working*** – to create and sustain positive and mutually-beneficial partnerships with organisations in the community

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2021–2022 Aims and Objectives

Children's Learning and Development:

Educational programme – To utilise and embed the revised Early Years Foundation Stage (EYFS) Framework to undertake varied, challenging, and enjoyable learning experiences for each child at the setting.

- I. **Assessment and Measurement** – To undertake a review of methods and resources for accurate tracking of each child's progress and to identify any further areas of support required.
- II. **Outdoor Programme/Forest School** – To drive the outdoor focus of the Preschool and embed within the afternoon teaching programme.
- III. **Planning** – To streamline the planning approach ensuring practitioners remain focussed on children but Early Learning Goals and aims are clear and consistent across the setting.
- IV. **Safeguarding and Welfare** – To promote good health and well-being for each child at the setting.

Management of the Setting:

- I. **Management of Setting** – To support new Manager to develop setting
- II. **Staff Well-Being** – To focus on support and building up of the staff team in light of pandemic and changes at the setting
- III. **Staff Development** – To develop clear succession planning for all key roles and enable all staff equal opportunity to develop their potential.
- IV. **Financial Responsibility** – To explore opportunities to drive optimal occupancy model and ensure ongoing financial viability of the preschool following the financial impact of Coronavirus.
- V. **Committee and staff partnership** – To build on progress of roles and responsibilities of Committee and their governance with focus on support of staff.

Partnership working:

- I. **Local Community** – To re-connect, in light of Coronavirus, partnerships developed within the community prior to the pandemic e.g., schools.
- II. **Family Engagement** – To identify opportunities to engage parents further in the contribution of observations of their child to support the ongoing development of their child.

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Detailed in this report are the achievements and performance of the organisation against the 2021–2022 aims and objectives that had been set as the country was still operating within continued restrictions of the coronavirus pandemic.

The impact the pandemic has had on the Early Years sector has been significant and well documented, with Ofsted publishing briefings on the continued effects of the pandemic and education recovery in early years (latest Summer 2022). For The Children's Workshop, the changing circumstances of families and their ability to fund childcare, as well as caution to commit to investing in sessions at a preschool which during the pandemic it had not been possible to visit, meant this academic year started against a backdrop of lower occupancy and uncertainty within the sector.

The achievements recorded therefore are even more significant set against these challenges. However, the Manager and practitioners committed to work hard to support every child at the setting and provide a variety of learning experience using the revised Early Years curriculum.

Children's Learning and Development:

- 1. Educational programme – To utilise and embed the revised Early Years Foundation Stage (EYFS) Framework to undertake varied, challenging, and enjoyable learning experiences for each child at the setting.*

The new academic year heralded a revised Early Years Foundation Stage (EYFS) Framework to embrace. The changes made by the Department of Education had been made to both improve outcomes by age 5, particularly early language and literacy, and to reduce the workload such as unnecessary paperwork, so that practitioners could prioritise and focus more on children in their care (Ofsted Guidance, September 2021).

Implementing this revised EYFS was achieved by creating a termly theme across the setting from which cascaded through to a weekly focus. It provided a structure for planning and delivery of the curriculum but remained flexible enough for this to adapt and evolve based on responding to child-led interest and learning. The themes for the terms underpinned the activities supporting the EYFS curriculum. Daily workshops were planned which provided a focus of activity around the 7 areas of learning from the revised curriculum. The different workshops created were literacy, science, physical activity and nutrition (PAN), cookery and music and these took place during the morning sessions throughout the week. The themes and activities extended through to the afternoon sessions, which were dedicated to a Forest School inspired outdoor learning programme.

Implementing the curriculum in a rich, varied and engaging way is an inclusive practice and one of the termly themes focussed on “our world” and provided an opportunity to learn more about countries that the children at the setting were from. The children were able to learn where these countries are on a map as well as the foods, language and a little of the culture of the people. The children particularly loved learning the “Continent Song” and were able to identify the different continents that make up a map of the world and in which the countries they learnt about formed part. It also provided the setting with the opportunity to learn about key cultural festivals celebrated across the world such as Diwali, Africa Day, Chinese New Year, Christmas, Easter, Ramadan and Jewish New Year.

The revised EYFS placed increased priority on physical development and healthy eating and included learning about oral health as part of the health and well-being of the child. At the start of the year, a practitioner was identified as the Physical and Nutrition Coordinator (PANCo) who planned activities to deliver this area of the curriculum. With the benefit of a large outdoor space, many of the children already

For the period ended 31st August 2022

enjoyed lots of movement and exercise, however the activities developed were focussed on specific physical development areas. For example, coordination which saw children engaged in an assault course, to muscle development using a peanut ball and yoga, to energetic music and movement sessions to get the heart pumping faster. In partnership with physical development, the PAN workshops also encouraged conversation and learning around healthy eating. Conversations were started by using the NHS Healthy Eating Wheel that explores a variety of foods to include in our diet. The children were encouraged to discuss what was seen as healthy versus unhealthy and review the foods they eat. The children were taught about the traffic light system on food packets to identify salt and fat content and those foods with lots of sugar that are bad for your teeth.

Extending learning around oral health, the children undertook activities using a toothbrush and teeth moulds to demonstrate how they brush their teeth and how they *should* brush their teeth. The impact of these conversations with the children was shown through the variety of fruit and vegetables the children ate and the change in the content of lunchboxes over the year. The excitement of children sharing when they had tried something new e.g., asparagus demonstrated huge achievements made by these children and all conversations were encouraged.

To further extend the healthy eating approach, the lead practitioner who developed the cookery workshops built on this theme with the children learning to make a variety of healthy dishes, which were shown to parents and taken home to eat. The workshops introduced healthy foods by starting with fruit kebabs and fruit smoothies. Building on this, the children then learnt about healthy foods to cook e.g., soup, bread, porridge. They explored different ingredients, weighing ingredients, mixing and rolling and then preparing the mixture for the oven. The cookery workshops also provided an opportunity for rich language and discussion about foods as well as a very sensory activity when children were given the opportunity to roll out mixtures and handle ingredients.

A priority at the setting is literacy, and using funding received were able to purchase story sacks and books to engage children in storytelling, giving the children the opportunity to listen to stories and provide their input through what they see and how they wish a story to develop. A literacy workshop was created with Rosie a grandmother with over 40 years of teaching experience, who attended once a week to lead "Rhymes with Rosie". Using several props, Rosie led nursery rhymes and songs with the children who learned both traditional and new rhymes which encouraged language development among the children. Numerous requests for certain rhymes were made and sung weekly. Long after each session had finished, the children were observed still singing and humming. Parents fed back that they heard their children

For the period ended 31st August 2022

singing different rhymes and requested details of the songs following the sessions to learn them and enjoy a shared experience at home. Following this feedback, a list of the rhymes sung in each session were shared with parents in the newsletter. Poetry Day created another opportunity to explore words and language. Spending the day enjoying rhyme also provided a springboard for poetry to be shared throughout the year. The children particularly enjoyed the poem "On the Ning Nang Nong..." by Spike Milligan.

Another workshop that created rich language and a sense of wonder and awe were the science experiments the children were part of. Creating a hovercraft, exploring water going upwards, dancing raisins, erupting oranges, colour changing flowers, week after week the children engaged and were in awe and excitement of science. Conversations to explain what was happening used rich descriptive language and generated a sense of wonder in learning. Further science and maths activities are planned for the year ahead, to continue to engage and inspire children within these areas of education.

The final morning workshop was focussed on music. One week the children were played different styles of music and having put their bare feet in paint, were encouraged to walk across large sheets of paper in a way inspired by the music. Beautiful works of "feet art" were created to classical, hip hop and dance and the children shared what the music had inspired in their paint walk. Other weeks, the practitioner leading the sessions brought in different musical instruments piano (keyboard), violin, guitar, flute and the children learnt about to get notes out from the instrument and play it. There was also science involved in learning about vibration of strings and air movement. As part of the workshop, they were also shown a short video of young person playing the instrument and know that we had among the setting a number of children who will have been inspired to play an instrument.

Throughout the year, the focus and aim for all the planned and spontaneous activities and learning was to support the children to be school-ready and develop their independence. Thus, the key achievement of the setting in delivering the revised EYFS was the knowledge, through feedback from parents and schools, that every child who transitioned to Reception at the end of Summer 2022 was ready to embrace and engage in the next part of their educational journey.

II. ASSESSMENT AND MEASUREMENT – To undertake a review of methods and resources for accurate tracking of each child's progress and to identify any further areas of support required.

In addition to the implementation of the revised EYFS, Kent County Council revised the Kent Tracker system. This tracker system titled "Milestone Assessment Tool" (MAT) is

For the period ended 31st August 2022

aimed at establishing each child's developmental starting point and supports being able to determine whether a child is at expected levels of development and on track to achieve the Early Learning Goals (ELGs) at the end of reception or should be included within the Graduated Approach. The Graduated Approach is 4-part process called the 'assess, plan, do, review cycle' which supports the development of additional learning support for a child that may not be achieving all ELGs.

In line with the revised EYFS and the aim to reduce paperwork, the trackers reflect a 12-month checkpoint against the ELG. The revisions were aimed at simplifying the tracking and reporting process and replaced the more overlapping development tracking methodology.

The Manager of the setting undertook the training of MAT and shared this learning and structure of assessment with all practitioners. From this, the setting used the assessment bands alongside the updated non-statutory government guidance "Development Matters" (July 2021). The revised tracking and assessment tools were used first for the "Progress at Two" reports a statutory progress check at two years detailing the milestones of a child's development in the prime areas. The completed reports were sent to parents and subsequently discussed during a parent consultation. Following this discussion and agreement with parents, these reports were then secured within the Personal Child Health Record Book (PCHR) and signed by the Manager as part of the 2 years integrated review.

For children at the setting aged over 3 years, the revised tracker system also provided a progress check report which included assessment against all 7 areas of learning. Each key person also completed this for their key children and each report was sent to parents and subsequently discussed in a parent consultation.

Using this new tracking and assessment system, it clearly demonstrated those children who met the milestones for their age group and those who would benefit from the Graduated Approach. It was very helpful and clear in highlighting where a more targeted approach for those children not quite meeting milestones would be beneficial, thereby enabling more tailored support to reach the milestones. What the assessment profile did not seem to reflect is to recognise those children who were exceeding their milestones and working at a greater depth of learning and understanding. This was something that practitioners also wished to reflect for planning against the 7 areas of learning following the assessments. Practitioners were also cautious as parents had come to rely on paperwork, trackers and reports to understand their child's development and to support evidence of this. Coming out of COVID and the impact on child development, means there will continue to be a certain amount of unknown. Subsequently the setting included additional markers to identify

For the period ended 31st August 2022

on the trackers where a child is developing or emerging to a greater depth for their age in each of the areas of learning. The end of year report also provided a narrative to accompany this. Feedback from parents was encouraging as they felt the report reflected a more detailed picture of the strengths as well as areas of development for their child.

Moving forward in the year ahead, the Manager and practitioners will continue to discuss and review all tracking and assessment methodology to ensure that a clear picture of every child's progress will be tracked and thus the curriculum adapted to support their learning.

III. OUTDOOR PROGRAMME/FOREST SCHOOL – To drive the outdoor focus of the Preschool and embed within the afternoon teaching programme.

With a large outdoor space at the setting, the commitment to outdoor learning is the main framework through which to deliver the ethos of the setting. To recognise the significance of outdoor learning, over the last 5 years the preschool has reflected and modelled a few of the principles of the Forest School approach.

Whilst the planning for the year encompassed a more “outdoor learning” approach, being able to include Forest School inspired activities as an integral part of the delivery of the outdoor curriculum was agreed as the next step in developing this approach. The Committee of Trustees, therefore agreed to the significant investment of funding for the Deputy Manager to undertake the Forest School Level 3 Leader Qualification. The qualification would take just over a year but would enable the Deputy Manager to plan and lead activities and identify how to incorporate Forest School activities as an integral part of the outdoor curriculum. At the end of the academic year, the Deputy Manager is currently working on the final assessment work to secure the qualification. However, throughout the year, including a week of practical work in the forest, Forest School paediatric training, the Deputy Manager has been able to start to share learning to the team and begin to develop the outdoor curriculum to reflect Forest School practices.

It was agreed that to commit to a more outdoor focus of the setting and delivery of the curriculum, the setting timetable would dedicate all afternoon sessions throughout the week to outdoor learning. Therefore, after lunch all children were dressed in their waterproofs and taken outdoors. The children began with circle time to discuss the activities that had been prepared. It is important to note at this time, that as part of the outdoor learning environment, the children were not forced to take part in the specific activity in the outdoor space, as several children enjoy creating their own role play outside, playing in the mud kitchen, digging as well as creating activities

For the period ended 31st August 2022

themselves. All these form part of the outdoor learning approach and the aim to build independence and confidence for each child, therefore with practitioner support child-led activities outdoors have been encouraged.

During the year, with high ratio levels in place, the children were taken into Knole Park, which adjoins the setting boundary. Time in the park provided children with the opportunity to run up and down hills and bumps, learn how to roll down a hill, roll balls and wheels down hills and to climb trees. They were also up close and able to observe a variety of wild animals including deer! Several children who wished to sit up in the branches of a tree provided arms outstretched to be lifted onto the branch. Getting the children to take risks and explore climbing the trees themselves was a successful learning exercise that then reflected in an increased level of confidence and sense of achievement. Cries of "can you see me" and "I did it" were celebrated and encouraged.

The outdoor curriculum also provided opportunities for the children to learn through the seasons about different trees and their leaves, as well as the fruit. They learnt about hibernating patterns of different animals and even made hedgehog hibernation boxes. The children created bird seed feeders, bug hotels, whittled wood and made tents and camps using tarpaulins. They developed sophisticated meals in the mud kitchen, planted seeds and plants, watered them, used water, sticks, funnels and tubing to create outdoor water features and lots of jumping in muddy puddles.

Seeing the success of the afternoon sessions, and the impact that the outdoor learning was having on the children, one of the practitioners requested to take up the opportunity to train for Level 1 in Forest School recognising that some of the activities would support the confidence building and development of a younger cohort of children at the setting. They identified that the younger cohort of children attending the setting, were usually only attending a morning session and were potentially missing out on activities that were taking place during the afternoon sessions. The practitioner, following completion of their qualification subsequently created several Forest School inspired activities. These took place outdoor following the morning workshop and continued until the end of the morning session. The success of the engagement of these children has further demonstrated the importance and benefit of the outdoor learning approach. For the next academic year, the setting will focus on further developing the preschool's pedagogical approach to Forest School and outdoor learning and include across the setting timetable and activities.

IV. PLANNING – To streamline the planning approach ensuring practitioners remain focussed on children but Early Learning Goals and aims are clear and consistent across the setting.

The structure for the delivery of the curriculum has been documented in the narrative of achievements of the first objective as it has been recognised as being key to creating a varied, challenging and interesting learning experience for the children using the EYFS. As a team it was agreed that using a termly theme which would then cascade down to further sub-themes e.g., seasons and activities would enable all practitioners to plan and resource a rich variety of activities and ideas to benefit child development.

In addition to a termly theme, the term would reflect key dates and festivals that the setting would recognise and celebrate, identify key UN Sustainable Development Goals that would be delivered in line with the theme and festivals as well as inspire content of workshops that would take place in the morning and the planning for the afternoon outdoor curriculum. This approach would also ensure that the resources needed were prepared and more cost effective when ordering supplies as resources were used around the same time, even if the activity was adapted dependent on the age group.

A different practitioner took responsibility for each workshop and a one-page plan was produced for the term highlighting the activity (Intent), the resources to be used and how (Implementation) and the aim/outcome of the activity against the EYFS (Impact). These were combined to create a one pager detailing a framework for the morning sessions. A dedicated one pager was also created for the outdoor learning programme for the afternoon session. In the next academic year, the aim will be to integrate further the outdoor curriculum across both the morning as well as the afternoon timetable.

In the bi-monthly staff meetings, weekly planning sheets were used to summarise the ideas for each room for 2 weeks ahead reflecting how the 7 areas of learning were being explored through the activities. The plan also provided the opportunity for practitioners to include child-led feedback that then adapted the plan moving forward considering this learning.

Having an overall framework that provided a focus for practitioners, and yet was flexible enough to adapt based on child-led interest and learning, provided the practitioners with the confidence to support all children across the setting, rather than plan solely for their key children. This led to the team working stronger together as they supported each other in the planning and delivery of activities and provided ideas to each other that would provide support for children that may not be their key child.

The aim for the next academic year will be to continue to refine and evolve the planning process to reflect the changing needs of the children.

V. SAFEGUARDING AND WELFARE – To promote good health and well-being for each child at the setting.

The safeguarding and welfare of every child is of the utmost importance and priority for this setting. Coming out of COVID having had no face-to-face training provided and online courses being completely booked up, it was the priority at the start of the academic year to prioritise safeguarding training and ensure that all mandatory training of every staff member was up to date.

From the outset, the team reviewed the safeguarding policy for the setting. Supported by safeguarding information from Kent County Council, the full policy was updated with every staff member reading and contributing to the content. The Manager then presented the draft policy to the Committee of Trustees and following agreement and feedback, was finalised and approved.

The Manager undertook the Kent specific Designated Safeguarding Lead (DSL) training as a priority to ensure that Kent-based support particularly through the Front Door service provision was understood and shared to all staff members. To secure consistent safeguarding support, the Manager appointed 2 Deputy DSLs who also undertook further safeguarding training. This enabled the setting to have a robust unit of 3 staff members to explore any safeguarding matter and enabled the practitioners to always have a safeguarding representative both at the setting but also in the room. In addition, a member of the Committee of Trustees was also designated the Safeguarding role and was briefed on all aspects of the setting's safeguarding approach.

With such a priority on safeguarding, a safeguarding audit was undertaken by the setting team that spanned 2 full staff meetings. This audit highlighted areas that needed to be tightened up, the information that was lacking among the team, as well as a better clarity and consistency around the safeguarding procedures across the setting. Over the year, the focus was to work on areas of the audit needing to be improved.

On the back of the audit and feedback from practitioners, the DSL undertook training titled "Safeguarding Record Keeping for Designated Safeguarding Leads" that explored Kent County Council's (KCC) approach to record keeping for providers. Using several templates made available through KCC, the DSL developed a clear approach to forms and record-keeping formats to be used consistently across the setting. The revised

For the period ended 31st August 2022

forms and procedures were documented with clear identification as to the use of each form, then all template forms and descriptions were placed in a folder within the setting for staff to refer to at any point. One of the Deputy DSLs then created an exercise using scenarios for practitioners to explore which form would be used for each scenario. This was a useful exercise to remember which forms should be completed in different situations and embedded the learning for staff.

The inclusion in the revised EYFS of the importance to promote good health, including oral health was detailed within the Safeguarding section. This focus was included within the educational programme of the setting and delivered as part of the Physical and Nutrition morning workshops.

Finally, whilst the EYFS requires one person on the premises and available with a current paediatric first aid (PFA) certificate, the setting aims to have as many qualified in PFA as possible. Thus, during the last year, training was completed to ensure that every practitioner in the setting had a current PFA certificate. The Deputy Manager as part of the Forest School Leader qualification instead undertook a Forest School First Aid Certificate and the Manager is aiming to undertake a full adult First Aid certificate.

Management of the Setting:

1. MANAGEMENT OF THE SETTING – To support new Manager to develop setting

Whilst the new manager was already working at the setting as a Deputy Manager, the aim of the objective was to prioritise the practitioner team to work in partnership with the Manager in their new role and develop a programme at the setting using the revised EYFS. Whilst working at the setting, the Manager had already identified and observed the wealth of experience and talent of the staff, and the year ahead was spent encouraging the practitioners to provide feedback and contribute ideas to continue to develop the setting as a cohesive team. Through staff meetings, being present around the setting, practitioners and the Manager explored new ideas, tried new approaches and provided significant support to each other throughout the year resulting in a strong, cohesive and supportive team to one another and the Manager and resulted in a significant number of key achievements across the setting. These included a variety of workshops, a Forest School inspired outdoor programme, a nativity play to which parents attended, the end of year Graduation Show and most importantly a cohort of children who were school-ready eager learners.

For the period ended 31st August 2022

II. STAFF WELL-BEING – To focus on support and building up of staff team in light of pandemic and changes at the setting

The pressures placed on Early Years practitioners throughout the pandemic has been well documented. With staff having to isolate with a COVID case, not having bank staff to cover staff shortage, financial pressures in a sector with low salary levels and concerns about exposure to COVID and the impact on family, the well-being of staff across the sector was recognised as being at an all time low.

To that end, the priority was to explore ways, however small, to support the practitioners' well-being. The following were focussed on during the academic year:

- (i) Flexibility for staff rota – if a practitioner wanted to attend an appointment or specific close family member event, in discussion with the Manager, staff were able to swap a session with another staff member and move shifts around to attend, where possible
- (ii) The Manager covered lunchtime, to ensure that every practitioner took a break away from the children and setting to eat lunch and time away from their responsibilities in the setting.
- (iii) Every practitioner was given paperwork time during working hours, to dedicate to observations and tracking of their key children. This time was included on the rota and the Manager and staff covered ratio to ensure that this paperwork time was fully utilised by each practitioner to reduce work required to be completed out of hours.
- (iv) To make paperwork time easier, rather than using the dated Kindles from the setting, 2 new tablets with keyboards were purchased for a more effective and comfortable way to input observations and complete trackers. The tablets made paperwork time significantly quicker and therefore more productive for staff.
- (v) Whilst ongoing COVID testing twice a week was still mandatory until March 2022, the setting ensured that boxes of test kits were delivered and readily available for staff to take home for testing.
- (vi) Staff meetings were structured to ensure all staff members input and contributions were valued, that the team would listen and support one another and that changes to procedures and other decisions were made together as a team
- (vii) In the weekly setting newsletter, the Manager highlighted a "Star of the week" which enabled the manager to share the achievements and hard work of practitioners over the year to parents.
- (viii) Regular discussion by Trustees at Committee meetings as to how staff well-being is being supported.

For the period ended 31st August 2022

The significance of finding ways to support hard working practitioners was never underestimated, and the opportunity to support and lift the practitioners was taken at all opportunities. This approach and commitment to their well-being will continue to be a central focus at the setting.

III. STAFF DEVELOPMENT – To develop clear succession planning for all key roles and enable all staff equal opportunity to develop their potential

Through the development of a clear appraisal and supervision process in place, staff had more clarity about their objectives over the year and were able to step forward to ask to take on new responsibilities and focus achievement of their objectives against these. Two members of staff had started their Level 3 practitioner training during the last academic year and were encouraged and supported throughout the course of the year. One practitioner left during their training, whilst the second practitioner achieved distinction in their Level 3 assessment in July 2022. Throughout the training programme, these practitioners in staff meetings fed back learning they felt to be beneficial for the setting. This feedback aided practice through making the team question current practice and explore changes or amends to better support children. A further practitioner during the year also started their Level 3 qualification and continues to work hard in their training with further unqualified practitioners wanting to explore completing this qualification. Trained practitioners will contribute towards raising the standard of the setting which is something that is supported by the Manager and the Committee.

At the start of the year the Manager appointed a new Deputy Manager, SENCo, PANCo and 2 Deputy DSLs and the year was dedicated to identifying training to support their learning and skill sets for these roles. With the time and investment required to develop the knowledge and then subsequently implement them in the setting, it was identified that it would be prudent to cascade this learning to additional practitioners and thereby have other practitioners develop knowledge to use during the days when the lead practitioner is not in the setting or has a significant workload. With the difficulty in the market for the recruitment and retention of staff, being able to provide staff members with new learning and then share this learning with other members of the team was felt to support the retention of this highly valued staff team.

IV. FINANCIAL RESPONSIBILITY – To explore opportunities to drive optimal occupancy model and ensure ongoing financial viability of the preschool following the financial impact of Coronavirus.

The academic year started with low occupancy due to hesitancy of families to book sessions having not had the opportunity to view the setting. The priority was to

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2022

ensure that all children already attending were provided with a varied and engaging curriculum. In addition, the Manager prioritised exploring how to welcome new families to the setting. Viewings to the setting began in November 2021 and with 2 admission opportunities in January 2022 and April 2022, occupancy began to increase. The increase in viewings also developed a longer wait list for September 2022 entry, as well as learning of the closing of a couple of other settings across the Sevenoaks district, leaving families looking for alternative provision for their child.

The new manager has a qualified teacher status and by January 2022, this was recognised by KCC within the government funding allocation as a qualification leadership supplement. This provided a further financial contribution to the government funded hours. This has made also a significant positive impact to the setting budget.

To support further financial investment, the Chair of Committee of Trustees, at the time Rebecca Rushton, explored several opportunities to secure grants, with a large grant from Tesco to use on outdoor resources. Funding from KCC titled the 'Covid Outbreak Management Fund' also provided a large investment which was to be used to invest in new resources to develop our outdoor provision as well as resources to support children in the prime areas. These funds enabled resources to be purchased that would not have been possible to have and yet have had a significant positive impact on the children. For example, a wooden outdoor tepee purchased with the funds has become a pivotal timeout area for children if they have become overwhelmed or required a quiet space to be whilst outdoors. All the children have recognised this quiet area and have respected and supported children that have been sitting inside. Books and cushions have been placed inside, and the children have found it a place not just of calm but also be quiet during a busy and sometimes noisy day. Funds were also used to purchase resources for the Forest School activities which would not have been possible to plan for without them.

Whilst the setting explored numerous ways to generate further income, the significant rise in the minimum wage mid-year, created a significant spike in expenditure. This was generated as the salary structure in place supported different salary bands based on differing levels of qualifications. The increased minimum wage therefore required a complete review of the salary bands and an uplift in every practitioner's salary. This was required to be in place, without any further increase in government funding or other income streams. Whilst the Committee of trustees would wish to provide significant salaries to each of the staff members, managing to balance the accounts to minimise loss was a key priority during the remainder of the year.

V. COMMITTEE AND STAFF PARTNERSHIP – To build on progress of roles and responsibilities of Committee and their governance with focus on support of staff

The setting is fortunate that over the last couple of academic years, particularly through the pandemic, there has been a superb chair, Rebecca Rushton, who navigated the ever-changing landscape during Covid and has fundraised, completed grant applications and significantly supported The Children's Workshop. During the last academic year, whilst Rebecca no longer had a child at the preschool, agreed to remain on the Committee but indicated her wish to pass the Chair role to another member of the Committee. Fortunately, Ursula Spindler from the Committee agreed to take over the role of Chair and partnered with Rebecca to facilitate a manageable handover of the role. This transition has enabled this vital role to continue to be held by another strong Chair.

The Manager of the setting is on the Committee of trustees as the representative for Ofsted. The Manager subsequently identified that a further member of the Committee should be a safeguarding representative. The aim of the role was to understand the safeguarding process in place at the setting and if any specific safeguarding concern arose, whilst not being informed of the specifics of any concern, as the Committee representative would be able to ask questions to ensure that the setting was following the approach and procedures that were in place. Dr Anneen Aucamp from the Committee agreed to take on this responsibility and remained in contact with the Manager and continued to be kept updated on amends to safeguarding procedures and new guidance. In addition, Ursula Spindler as Chair of the Committee of Trustees also agreed to be the staff representative. This role is vital to provide staff the opportunity to approach a member of the leadership of the Committee directly rather than through the Manager. It is important both to the trustees as well as the Manager that any matter that a staff member may wish to discuss should have the opportunity to approach the Committee of trustees directly, knowing they will be respected and listened to.

Partnership working:

I. LOCAL COMMUNITY – To re-connect, in light of Coronavirus, partnerships developed within the community prior to the pandemic e.g., schools

This academic year has provided the preschool opportunities to develop links again with local primary schools that the children were transitioning to in August 2022. Visits from representatives of schools to the setting, transition programmes in partnership with schools and a strong dialogue of communication and support was developed with many of the schools. This partnership ensured that smooth

For the period ended 31st August 2022

transitions were made possible from the preschool to primary school with many of the children sharing details of their school with confidence and transition reports and information shared with schools. The process was both encouraging and affirming for many of the children.

Sadly, the much-loved partnership with the adults with learning difficulties held at the leisure centre that was valued and treasured prior to COVID, has been unable to restart at this time both due to the restrictions that remained in place, and the changes with the structure and timings of the meetings. The aim is to pursue this again in the next academic year along with approaching one of the homes for the elderly. Visits to the market again did not take place as building the outdoor curriculum through prioritising visits to Knole Park meant this is to be included within the plan for the coming year.

II. FAMILY ENGAGEMENT – To identify opportunities to engage parents further in the contribution of observations of their child to support the ongoing development of their child.

During the pandemic, the only opportunities to interact with families was through Tapestry, Zoom calls and at the entrance door. However, the aim had been to engage families more in the setting with the aim of encouraging further engagement to support the ongoing development of their child. As restrictions were beginning to be lifted, families were welcomed to the outdoor area of the setting at pick up, both to see their child emersed in the outdoor and to start to explain to families the outdoor space of the setting and how it is utilised. This also provided an opportunity for a discussion with practitioners who were in the garden ready to release children to their parents. With the opportunity for families to go on holiday, the practitioners and Manager encouraged parents to share images and description of activities that their child did whilst on holiday. This prompted the team to ask children during circle time if they had been away and share memories from their holidays.

The new Manager developed a weekly newsletter for families to share what the children had experienced during the week (titled “the week that was”) and then shared what the children would be doing in the week ahead (titled “the week to come”). This meant that parents were able to have more informed conversations with their child and understand more of what was happening on a day-to-day basis in the setting. The newsletter also encouraged donations of different resources, as well as donations towards different key activities and key information for parents that may require action. The newsletter became a key tool in sharing key information and engaging parents within the curriculum as well as resources needed for the activities.

Beneficiaries of our services

The key beneficiaries of our services are children aged 2–4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the preschool's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we had 49 children on our register who attend different sessions over the week. Following on from last year we continue to allow up to a maximum of 36 children per session. Of these 49 children 9 have English as an additional language and 1 is in receipt of extra funding (SENI) for learning support.

The children's progress is monitored throughout the year using the revised Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs were monitored using a targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, the first term's theme was titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with English as an additional language have made good progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others both familiar and unfamiliar.

Financial review

For the year ending 31 August 2022, The Children's Workshop made a loss of £5,299, a decrease of £17,416 from the profit of £12,117 from 31 August 2021. Despite the loss recorded in this period, it is worth noting that the 2-year P&L average shows a profit of £3,409 pa and the 3-year P&L average a profit of £10,637 pa.

The total income for the year ending 31 August 2022 was £158,715, an overall decrease of £10,939 from £169,654 in August 2021. This decrease is due to lower occupancy figures at the beginning of the 2021/22 academic year caused by the on-going effects of the Coronavirus pandemic. There was also a delay in receiving the quality supplement for Early Years Teacher (EYT) qualifications (as per the Kent Provider Agreement). We were only able to apply for the quality supplement once Nicola Mackert was appointed as the Preschool Manager, so this additional payment only came into effect from January 2022.

For the period ended 31st August 2022

The Children's Workshop's total expenditure for the year ending 31 August 2022 was £164,013, an overall increase of £6,476 from £157,537 in August 2021.

Staffing costs increased despite lower occupancy figures due in part to a significant increase in Minimum Wage in April 2022 (6.6% increase). Staffing expenditure accounted for £129,989 of the expenditure to 31 August 2022 (£126,499 for year ending 31 August 2021), an increase of £3,490. Also contributing to the increase in staffing costs was the final notice period payments to the former preschool manager which totalled £3,803 for September and October 2021.

Training and Maintenance were two other areas where we incurred increased expenditure. In training for example, we spent £1,335 on Forest School related training and a further £458 on Level 3 training for staff members (total £1,793). This is in addition to on-going mandatory training (i.e., First Aid, Designated Safeguarding Leadership and Food Hygiene) which had fallen behind due to the pandemic.

There were several building maintenance issues that required attention – for example refitting doors to prevent water damage (£936), works on the sewerage system (£265) and repairs to the guttering (£246). We also continued to have increased costs for cleaning and cleaning products to maintain our strict Covid protocols.

The net asset balance is £225,352 as at 31 August 2022, down from £230,651 as at 31 August 2021.

In order to purchase our building, we obtained a loan from the Charity Bank which is repayable over 7 years. We currently have 1 year remaining on the loan (end date 12/08/2023) with an estimated balance of £10,593 as at August 2022. The loan will be fully repaid by August 2023 freeing up an additional £919.94 per month (£11,039 pa) from September 2023 onwards.

Our current cash at bank of £89,862 is significantly down from £112,470 in August 2021. However, we remain in a strong financial position to repay the loan and continue as a going concern.

Principal risks and uncertainties

The Children's Workshop's ownership of a building forms the basis of most of the financial risks undertaken by The Children's Workshop. Principal risks and uncertainties have been identified as follows:

- Continuing increase of the minimum wage on the salary structure
- Paying back the loan to the Charity Bank is contingent on filling spaces and adequate income.

- Introduction of further Government initiatives which may not provide level of income per child to maintain the current service.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs which we keep as a general fund. Due to prudent budgeting, general reserves are now £89,862 which means that The Children's Workshop has built up specific reserves to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2022–2023

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards:

- I. **Educational Programme** – To review the setting's environment and approach to the prime areas of learning (language and communication, Personal, Social and Emotional Development and Physical Development) to maximise the opportunities to deliver an inclusive and supportive programme.
- II. **Forest school development** – To build on last year's achievements and develop the setting's forest school pedagogical approach across the setting.
- III. **Curriculum planning and approach** – To review and adapt the setting's approach to and planning of the curriculum to ensure delivery of an inspirational curriculum which evolves and adapts in response to children's needs.
- IV. **UN Sustainable Development Goals** – To develop the setting's commitment to the goals within everyday practice at the setting and develop specific activities around the goals.
- V. **Safeguarding and Welfare** – To continue to revise practice for the health and well-being of each child at the setting.

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- I. **Staff Development** – To invest in training that supports the development of staff skills, informs their practice and subsequently positively impacts the setting. Cascading learning to other practitioners will also be key.

For the period ended 31st August 2022

- II. **Staff Well-Being** – To continue to effectively support staff well-being
- III. **Setting Administration** – To review database platforms currently used across the setting and with families, with a view to streamline the system, improve efficiency and reduce paperwork
- IV. **Committee Management and Governance** – To build on the strong partnership between the Committee and setting and identify opportunities to build in succession planning of Committee roles.

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

- I. **Local Community** – To extend partnerships within the local community e.g., homes for the elderly, the market, Neighbourly.
- II. **Parental Engagement** – To continue to engage parents in supporting their child's development in partnership with the preschool.

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (finance and fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict-of-interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2022

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

<u>Committee members who resigned during the financial period.</u>	<u>Date of resignation</u>
Hollie Silver	September 2021
Joanne Forder	November 2021
Luke Stringer	November 2021
David Bill (Treasurer)	April 2022
<u>Current committee members</u>	<u>Date of appointment, election or re-election</u>
Ursula Spindler (Chair)	March 2022
Rebecca Rushton (Treasurer)	April 2022
Katalina Bateman (Secretary)	November 2021
Nicky Mackert (Preschool Manager)	November 2021
Claire Icel	November 2021
Kristina Brockington	November 2021
Anneen Aucamp	November 2021
Gillian Bragg	November 2021
Kinvara Rogers	November 2021
Dr Jocelyn Walbridge (co-opted member)	April 2022
Catherine Burgess (co-opted member)	April 2022
Claire Charlton (co-opted member)	April 2022

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Trustees give their time voluntarily and receive no benefits from the charity for their work as trustees. During an extraordinary meeting on March 3rd, 2022, Rebecca Rushton resigned as Chair from the Committee. Ursula Spindler, having consented to act as Chair, was appointed and approved.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2022

David Bill's resignation from the committee and from his role of treasurer was accepted during a committee meeting on April 28th, 2022. Rebecca Rushton agreed to become interim treasurer. During the same meeting Dr Jocelyn Walbridge, Catherine Burgess and Claire Charlton joined the committee as co-opted members.

Volunteers

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' annual report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and estimates that are reasonable and prudent
- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2022

In so far as the trustees are aware:

- There is no relevant financial information of which the charitable company's independent examiner is unaware
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant financial information and to establish that the independent examiner is aware of that information

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2022 was 49 (2021: 54). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

The trustees' annual report has been approved by the trustees on 26 October 2022 and signed on their behalf by:



Ursula Spindler
Chair of Committee of Trustees



Rebecca Rushton
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

Independent Examiner's Report to the Trustees of The Children's Workshop Financial Year Ended 31 August 2022

I report on the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2021 to 31 August 2022, which are set out on the following pages.

Basis of Independent Examiner's Report

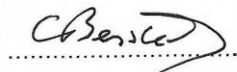
My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items disclosed in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view of the accounts.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with section 41 of the Charities Act 1993 (the Act); and
 - to prepare accounts which accord with the accounting records and to comply with accounting requirements of the Act have not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Name

GRANT BENSTED

Address

19 MEADOWLANDS SEAL SEVENOAKS KENT TN15 0DY

Date

27/10/22

The Children's Workshop

Statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2021 to 31 August 2022

		Year to 31/08/2022			Year to 31/08/2021		
	Note	Unrestricted £	Restricted £	Total £	Unrestricted £	Restricted £	Total £
Income from:							
Donations and legacies	2	9,063	6,188	15,250	3,774	658	4,432
Charitable activities	3	141,985	1,473	143,458	162,624	2,593	165,217
Investment income	4	6	-	6	5	-	5
Total income		151,054	7,661	158,715	166,403	3,251	169,654
Expenditure on:							
Raising funds	5	-	-	-	521	-	521
Charitable activities Pre-school	5	155,803	8,211	164,013	153,765	3,251	157,016
Total expenditure		155,803	8,211	164,013	154,286	3,251	157,537
Net income / (expenditure) before net gains / (losses) on investments		(4,749)	(550)	(5,299)	12,117	-	12,117
Net gains / (losses) on investments		-	-	-	-	-	-
Net income / (expenditure) for the year	15	(4,749)	(550)	(5,299)	12,117	-	12,117
Transfers between funds		-	-	-	-	-	-
Net income / (expenditure) before other recognised gains and losses		(4,749)	(550)	(5,299)	12,117	-	12,117
Gains / (losses) on revaluation of fixed		-	-	-	-	-	-
Other gains / (losses)		-	-	-	-	-	-
Net movement in funds		(4,749)	(550)	(5,299)	12,117	-	12,117
Reconciliation of funds:							
Total funds brought forward		230,101	550	230,651	217,984	550	218,534
Total funds carried forward		225,352	-	225,352	230,101	550	230,651

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2022

	Note	31/08/2022 £	31/08/2021 £
Fixed assets:			
Tangible assets	8	152,973	154,736
		152,973	154,736
Current assets:			
Debtors	9	-	-
Balance at Bank		89,862	112,470
Cash in hand		-	-
		89,862	112,470
Liabilities:			
Creditors: amounts falling due within one year	10	17,483	25,963
Net current assets / (liabilities)		72,379	86,507
Total assets less current liabilities		225,352	241,243
Creditors: amounts falling due after one year	12	-	10,593
Net assets excluding pension asset / (liability)		225,352	230,651
Defined benefit pension scheme asset / (liability)		-	-
Total net assets / (liabilities)		225,352	230,651
Funds:	14		
Restricted income funds		-	550
Unrestricted income funds:			
Designated funds		142,381	134,305
Revaluation reserve		-	-
Pension reserve		-	-
General funds		82,971	95,796
Non-charitable trading funds		-	-
Total unrestricted funds		225,352	230,101
Total funds		225,352	230,651

For the year ending 31 August 2022 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

Approved by the trustees on 26 October 2022 and signed on their behalf by :



Ursula Spindler
Chair



Rebecca Rushton
Treasurer

The Children's Workshop

Consolidated statement of cash flows

For the period 1 September 2021 to 31 August 2022

	Note	Year to 31/08/2022		Year to 31/08/2021	
		£	£	£	£
Cash flows from operating activities					
Net cash provided by/ (used in) operating activities	15		(8,471)		33,960
Cash flows from investing activities:					
Dividends, interest and rents from investments		-		-	
Proceeds from the sale of fixed assets		-		-	
Purchase of fixed assets		(8,589)		(522)	
Proceeds from sale of investments		-		-	
Purchase of investments		-		-	
Net cash provided by / (used in) investing activities			(8,589)		(522)
Cash flows from financing activities:					
Repayments of borrowing		(5,548)		(9,130)	
Cash inflows from new borrowing		-		-	
Receipt of endowment		-		-	
Net cash provided by / (used in) financing activities			(5,548)		(9,130)
Change in cash and cash equivalents in the year			(22,608)		24,308
Cash and cash equivalents at the beginning of the year			112,470		88,162
Change in cash and cash equivalents due to exchange rate movements			-		-
Cash and cash equivalents at the end of the year			89,862		112,470

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Reconciliation with previously Generally Accepted Accounting Practice (GAAP)

In preparing the accounts, the trustees have considered whether in applying the accounting policies required by FRS 102 and the Charities SORP FRS 102 a restatement of comparative items was required. The transition date was 6th April 2014. No restatement of comparative items was required.

c) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

d) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

e) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

f) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

g) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

1 Accounting policies (continued)

h) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

i) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

- Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose
- Expenditure on charitable activities includes the costs of running the preschool and its associated support costs
- Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

j) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity.

However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

• Pre-school	68%
• Support costs	16%
• Governance costs	16%

k) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

• Modular Building	20 years
• Computers & equipment	3 years

l) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered.

Prepayments are valued at the amount prepaid net of any trade discounts due.

m) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account. Cash balances exclude any funds held on behalf of service users.

n) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

2 Income from donations and legacies

	Unrestricted £	Restricted £	Year to 31/08/2022 Total £	Year to 31/08/2021 Total £
Donations	7,294	-	7,294	2,485
Grants	-	6,188	6,188	658
Fundraising events	1,769	-	1,769	1,289
	9,063	6,188	15,250	4,432

3 Income from charitable activities

	Unrestricted £	Restricted £	Year to 31/08/2022 Total £	Year to 31/08/2021 Total £
Pre-School Fees	64,651	-	64,651	63,549
Government contributions to fees	76,714	1,473	78,187	101,069
Contribution to school trips, uniform etc	620	-	620	600
Total income from charitable activities	141,985	1,473	143,458	165,217

4 Income from investments

	Unrestricted £	Restricted £	Year to 31/08/2022 Total £	Year to 31/08/2021 Total £
Bank Interest	6	-	6	5
	6	-	6	5

The Children's Workshop

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

5 Analysis of expenditure

	Cost of raising funds £	Charitable expenditure: Pre-school £	Governance costs £	Support costs £	Year to 31/08/2022 £	Year to 31/08/2021 £
Staff costs (Note 6)	-	105,565	7,433	16,991	129,989	126,499
Equipment	-	5,566	-	-	5,566	2,119
Pre-school Supplies (incl snack)	-	1,206	-	-	1,206	1,324
School activities	-	633	-	-	633	306
Recruitment	-	45	-	-	45	-
Rent	-	-	-	-	-	-
Ground Rent	-	2,600	-	-	2,600	2,600
Utilities	-	1,821	-	-	1,821	1,406
Maintenance costs	-	2,389	-	-	2,389	1,962
Cleaning costs	-	2,010	-	-	2,010	1,650
Other premises costs	-	1,664	-	-	1,664	650
Business Rates	-	685	-	-	685	57
Insurance	-	1,739	-	-	1,739	1,927
Professional costs	-	(3,426)	60	-	(3,366)	674
T-shirts and book bags	-	480	-	-	480	623
Training costs	-	2,477	-	-	2,477	564
Fundraising costs	-	-	-	-	-	521
Office supplies	-	1,420	-	-	1,420	766
Depreciation	-	10,352	-	-	10,352	10,535
Phone	-	996	-	-	996	1,123
Other administration costs	-	-	-	-	-	122
Bank charges	-	91	-	-	91	89
Loan financing - interest	-	1,201	-	-	1,201	1,910
Event costs	-	-	-	-	-	-
Transportation costs	-	-	-	-	-	112
Other Volunteer Expenses	-	15	-	-	15	-
	-	139,529	7,493	16,991	164,013	157,537
Support costs	-	16,991		(16,991)	-	-
Governance costs	-	7,493	(7,493)		-	-
Total expenditure 2022	-	164,013	-	-	164,013	157,537
Total expenditure 2021	521	157,016	-	-	157,537	

Of the total expenditure, £155,803 was unrestricted (2021: £154,286) and £8,211 was restricted (2021: £3,251).

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2022	Year to 31/08/2021
	£	£
Salaries and wages	119,618	117,834
Redundancy and termination costs	-	-
Social security costs	5,995	4,377
Pension contributions	4,376	4,288
	129,989	126,499

No employee earned more than £60,000 during the year (2021: £ nil).

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2021: £ nil).

One trustee was employed by the charity during the year.

Nicola Mackert was paid under a contract of employment £26,551 as the preschool manager.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2022	Year to 31/08/2021
	No.	No.
Raising funds	-	-
Pre-school	7.9	9.7
Support	1.8	1.8
Governance	0.6	0.6
	10.2	12.0

8 Tangible fixed assets

	Pre-school building £	Fixtures and fittings £	Computers & equipment £	Total £
Cost				
At the start of the year	203,217	-	3,338	206,555
Additions in year	6,500	-	2,089	8,589
At the end of the year	209,717	-	5,427	215,144
Depreciation				
At the start of the year	48,974	-	2,845	51,819
Charge for the year	10,051	-	301	10,352
At the end of the year	59,025	-	3,146	62,171
Net book value				
At the end of the year	150,692	-	2,281	152,973
At the start of the year	154,243	-	493	154,736

All of the above assets are used for charitable purposes. 34

The Children's Workshop

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

9 Debtors

	2022 £	2021 £
Trade debtors	-	-
Prepayments	-	-
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>

10 Creditors: amounts falling due within one year

	2022 £	2021 £
Creditors (loans due within 1 year)	10,593	9,838
Trade Creditors	4,290	-
Accruals	-	4,000
Deferred income	2,600	12,124
	<u>17,483</u>	<u>25,963</u>

11 Deferred income

	2022 £	2021 £
Balance at the beginning of the year	12,124	1,900
Amount released to income in the year	(12,124)	(1,900)
Amount deferred in the year	2,600	12,124
	<u>2,600</u>	<u>12,124</u>

12 Creditors: amounts falling due after one year

	2022 £	2021 £
Bank loans	-	10,593
Amounts due under finance leases	-	-
	<u>-</u>	<u>10,593</u>

Bank loans totalling £10,593 (2021: £20,431) are secured against the preschool building.

13 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	152,973	-	152,973
Net current assets	82,971	(10,593)	-	72,379
Long term liabilities	-	-	-	-
	<u>82,971</u>	<u>142,381</u>	<u>-</u>	<u>225,352</u>

The Children's Workshop

Notes to the financial statements

For the period 1 September 2021 to 31 August 2022

14 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school activities	550	7,661	(8,211)	-	-
Total restricted funds	550	7,661	(8,211)	-	-
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	134,305	-	-	8,076	142,381
Total designated funds	134,305	-	-	8,076	142,381
General funds	95,796	151,054	(155,803)	(8,076)	82,971
Total unrestricted funds	230,101	151,054	(155,803)	-	225,352
Total funds	230,651	158,715	(164,013)	-	225,352

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

15 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2022 £	Year to 31/08/2021 £
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	(5,299)	12,117
Depreciation charges	10,352	10,535
(Increase)/decrease in debtors	-	-
Increase/(decrease) in creditors	(13,524)	11,307
Net cash provided by / (used in) operating activities	(8,471)	33,960

16 Analysis of cash and cash equivalents

	At 1 September 2021 £	Cash flows £	Other changes £	At 31 August 2022 £
Cash in hand	-	-	-	-
Cash at Bank	112,470	(22,608)	-	89,862
Overdraft facility repayable on demand	-	-	-	-
Total cash and cash equivalents	112,470	(22,608)	-	89,862

17 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Report and financial statements

For the period ended 31st August 2021



The Children's Workshop

For the period ended 31st August 2021

Contents

Reference and administrative information	1
Trustees' annual report	2
Independent examiners report	21
Statement of financial activities (incorporating an income and expenditure account)	22
Balance sheet	23
Consolidated statement of cash flows	24
Notes to the financial statements	25

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Rebecca Rushton (Chair) David Bill (Treasurer) Katalina Bateman (Secretary) Anneen Aucamp Anne Dunphy Joanne Forder Nicola Mackert Kinvara Rogers Hollie Silver Ursula Spindler Luke Stringer
Key management Personnel	Nicola Mackert (Preschool Manager) Melanie Lloyd-Nolan (Finance & HR Officer)

The trustees present their report and the financial statements for the period ended 31st August 2021.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude –

- We nurture our children's sense of self and belief
- We foster Self-Involvement, Engagement, Motivation, Risk Taking and Assessing
- We motivate exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and their sustainability
- We love to learn outdoors; we have a special focus on forest-style outdoor activities
- We strive to enthuse children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing resilience, independence, and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. ***Children's Learning and Development*** – to provide an exciting, high quality and varied learning programme for all children attending
2. ***Management of Setting*** – to run the setting effectively and efficiently
3. ***Partnership Working*** – to create and sustain positive and mutually-beneficial partnerships with organisations in the community

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2020–2021 Aims and Objectives

Children's Learning and Development:

- To develop planning and activities that utilise all 7 areas of development, focussing on the outdoor ethos of the setting as a start point for planning
- To prioritise the 3 main prime areas of focus – communication and language, physical development, and personal social and emotional development – taking the lead in each activity through child-led interest.
- To fully utilise the Tapestry platform as key method to track every child's progress and continue to develop staff's interpretation and use of EYFS Areas of learning.
- To ensure the wellbeing of staff and children.
- To continue to build on the focus and activities started in line with the United Nations Sustainable Development Goal programme.

Management of the Setting:

- To focus on the continual professional development of each practitioner to achieve their potential
- To review admissions and occupancy model and identify administration efficiencies and systems to track financial planning more effectively
- In line with Management Review (2019), continue to refine Chair and Committee roles and responsibilities to ensure Committee focus on strategy and governance with management being responsible for operational decision-making.
- To leverage all media platforms e.g. website, Facebook, Tapestry both in communication with families and wider understanding of activities as member of community.

Partnership working:

- To re-connect, in light of COVID-19, partnerships developed within the community prior to the pandemic and support these community groups.
- To engage parents further in the contribution of observations of their child to support the ongoing development of their child's communication skills whilst at the setting

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Detailed below are the achievements for the 2020–2021 aims and objectives set against the backdrop of two key factors that impacted delivery.

The academic year began by welcoming the new manager to The Children's Workshop, Nazma Ahmed. A key aim was therefore to ensure that the new Manager was supported through a handover from the previous manager and over the year move forward the aims of the preschool under this leadership. However, due to restrictions from coronavirus, quarantine requirements and budgets, a formal handover for the manager was unable to take place.

Secondly, there was hope that whilst the coronavirus pandemic continued to be a significant factor in the day to day running of the setting, over time restrictions would ease. Relaxing of restrictions would enable the setting to connect further as a whole setting, work closer with parents as well as within the community and would provide each child at the setting a varied and stimulating experience. The increase in

For the period ended 31st August 2021

coronavirus cases during the Autumn Term as well as lockdown for all schools except Early Years in January 2021 however, impacted significantly. Continuous changes to government regulations placed a huge burden and strain on the team who continued to deliver high quality teaching and learning experiences whilst having to adapt practice and routines weekly. The achievements and performance for this year are as a direct result of the team working hard together, within the constraints placed, and a new leadership structure.

Children's Learning and Development:

1. To develop planning and activities that utilise all 7 areas of development, focussing on the outdoor ethos of the setting as a start point for planning.

Whilst the outdoor focus is key to the setting's approach, limits continued to be in place at the preschool due to the requirement to maintain "bubbles" and keep the 2 age-groups – Buds (2–3yrs) and Saplings (3–4yrs) completely separate. This separation then continued through to outdoors and meant that pallet barriers had to be in place to ensure groups were not mixing. This impacted on the outdoor zones that were in place e.g. gardening, construction, mud kitchen meaning only one group would be able to work on a specific outdoor area and use these resources, whilst the other focused on another until the setting was able to wash down and clean all resources in order to swap over. This required careful planning in order that the delivery of activities and the learning objectives were able to be achieved equitably across the setting but in a two-stage process.

Even with "bubble" restrictions in place, many activities were delivered with the staff working together to deliver quality experiences to the children. Using the 7 areas of development, activities were grouped under seasonal themes.

During Autumn, children learnt about the differing shapes of the leaves of the trees in the outdoor area and made fantastic artwork using outdoor natural resources. As the weather became colder, this led to discussions about how to keep warm and to ensure that animals have enough food. The children learnt about animals that hibernate as well as those that are nocturnal and those that are diurnal. Maths was explored as they collected conkers and acorns and looked at how we group together items that are similar and why. Whilst the weather was changeable, the adventure bank encouraged physical activity with the children learning to cross the monkey bars as well as climb through and over the tyres, climb and slide. Developing communication and language was explored in the mud kitchen, when making lots of pies, soups and cups of tea made with wonder by the children. Carving different

For the period ended 31st August 2021

faces on pumpkins provided the opportunity to explore emotional development and the focus on what makes us sad and what makes us happy.

Leading to Winter the children learnt about the 7 continents and through their association that winter means snow and ice, spent time learning about the Antarctic and the animals that live there and how they adapt to the conditions.

As Spring came, the focus moved towards growing and a garden centre was developed as the children wanted to plant seeds and watch the plants grow. Their interest developed wanting to know the different stages of growing, so they explored the lifecycle of a plant, leading to the lifecycle of a caterpillar and then of a chicken – what came first, the chicken or the egg!

Summer was finally met with the opportunity to spend most of the day outside and enjoy learning through the outdoor. The children enjoy the construction area so activities about road signs and their meanings extended over weeks as they used the ride-on vehicles to learn about road safety and adhering to traffic lights and other road signs.

Throughout year the children took part and learnt about different celebrations across the world. They celebrated Christmas, created henna designs for Eid and Ramadan, made lanterns for Diwali and bonnets for Easter. They made poppies and remembered those lost in the war as well as remembering all those we love on Valentines Day. Chinese New Year was celebrated by making a dragon. St George's and St Patrick's days were celebrated too.

Therefore, whilst delivery of the education programme and activities had to be carefully managed, the learning experiences were still able to be varied and follow the interest of the child. For the next academic year, the revised EYFS will be in place and the priority will be to focus on improving outcomes of children set by the Department of Education, as well as reducing paperwork for practitioners enabling them to spend more time with their key children.

II. To prioritise the 3 main prime areas of focus – communication and language, physical development, and personal social and emotional development – taking the lead in each activity through child-led interest.

With all the children and their families managing life with the coronavirus, it was prioritised that the 3 prime areas of focus of the EYFS were to be at the forefront of key activities and programmes developed at the setting. The resilience of the children and their ability to adapt to the ongoing changes continued to encourage

For the period ended 31st August 2021

the team and prompted specific programmes to be developed to assist those children that needed further support.

LANGUAGE GROUPS – with children spending more time at home, it was identified that language groups would provide support to children where English was an additional language, as well as children who needed to further develop their communication skills. Small groups undertaking a bespoke activity, a puzzle, a discussion, or piece of creative work were created over the year to enable a practitioner to work more closely with a small number of children to explore language, which could not always be observed and drawn out in larger group work. This provided a great opportunity to identify the skills that children had mastered and help to demonstrate where further support may be needed. Following on from these groups, the key person for a child would be updated on progress and encouraged to continue to work individually with that child in the setting to develop the skills further. Further work and additional support in partnership with the SENDCo, continued to ensure tracking of progress, leading to targeted plans for a number of children.

BEHAVIOURAL STRATEGIES – with everyone managing lockdown, the team worked on a consistent approach to behaviours expected at preschool. Consistent phrasing, for example “stop, I don’t like it, you are making me sad” and responses to children reinforcing “kind hands, kind words” supported children to explore words that would help them express their feelings. The team took a positive approach to behaviour and recognised and praised positive changes in behaviours with children learning to use words to express feelings rather than just action. The setting had also purchased 2 packs of “emotion cards” that were used in a number of small group sessions and during circle time to explore different facial expressions and the emotions that accompany these. Exploration of emotional language and feelings were to encourage the discussion on how the children were feeling during this time. As Covid continues to remain significant, building on the exploration of feelings and emotions will be important in the year ahead.

PHYSICAL EXERCISE & HEALTHY EATING – eating healthily is encouraged at the preschool and whilst due to the pandemic cookery classes were unable to take place, positive discussions around food that keeps us healthy and where foods originate from, was key. For example, children were interested in coconut having seen this shown on a smoothie label, so discussions about where coconuts come from and how they are harvested prompted further exploration including showing children the outside of a coconut. A parent who is a nurse, came into the setting, in uniform, to explain how we keep our bodies healthy and bones strong. Discussions and

activities around food were reinforced by physical exercise, whether yoga moves, activity at the adventure bank or dance and movement.

III. To fully utilise the Tapestry platform as key method to track every child's progress and continue to develop staff's interpretation and use of EYFS Areas of learning.

The use of Tapestry continued to be pivotal in connecting families who due to coronavirus were unable to enter the setting nor attend any sessions at the setting to be able to gain an understanding of their child's development at the preschool.

The use of Tapestry for tracking, evaluating and moderating staff's interpretation of the EYFS however requires a significant rethink due to the changes made to the EYFS that come into effect September 2021. It is clear that this electronic system, though user friendly for families and in access for practitioners, does not allow interpretation of the EYFS to be tailored to the individual child, even more so now with the new curriculum and the implementation of the new simplified flag system. Therefore, it is necessary to continue to utilise the Kent tracker to ensure more accurate estimations of children's progress. A review of the use of Tapestry and the tracker system will take place in the next academic year.

IV. To ensure the wellbeing of staff and children.

Whilst most of the country were in and out of lockdown over the academic year, the Government's commitment to keep Early Years settings open, meant that for families who were comfortable to allow their child to return for their regular sessions, children continued to enjoy the structure at the setting. However, strict rules and regulations in place to keep children and their families safe impacted on every child as many activities were restricted for many parts of the year along with the outdoor area. The removal of all visits within the Community and trips to different community groups had been halted at the start and the children missed the interaction with these groups.

Children continued to be supported although most were resilient in the face of all the changes, and restrictions. With parents being unable to come into the setting, children were required to be independent from the outset.

A parent from our Committee of Trustees came into the setting on a regular basis to undertake a music class with the children. The positive impact of music on children is well documented and the children positively responded to each of the classes that looked at many aspects of music, from style, recognising musical signs and notes,

For the period ended 31st August 2021

impactful music and stories set to music. The regular session became a focal point for both staff and children and with another parent joining the sessions to play the cello, children were enthralled at the sound and the notes. The music positively impacted on the children both in behaviours and listening skills.

The well-being of staff with restrictions due to coronavirus and new manager arriving during pandemic, had a significant impact. Continuing to adapt activities and programmes and learning how the new manager wished to lead the setting meant staff were needing more time to prepare sessions whilst also having to consider their own families and their well-being. This was particularly highlighted when schools went back into lockdown and until the Government clarified the position, practitioners were having to find ways for their families to be taken care of, within the restrictions, whilst also having to work. Non-permanent staff were required to be limited, which left other practitioners having to cover when a member of staff was off. The uncertainty of working, and impact of having to isolate at any time in light of a positive covid result, meant huge pressure on practitioners to try to think ahead within a huge area of unknown. Staff were also required and still continue to undertake lateral flow tests bi-weekly. The requirement to undertake the invasive test at such regular intervals placed a strain on all. The responsibility for staff to maintain a sense of normality and engagement for all the children whilst thinking of their own families, impacted on staff and their well-being significantly. Their well-being and support will need to continue to be built up in the next academic year along with recognition of their hard work.

Whilst the impact of coronavirus was far reaching, the SENDCo worked with the practitioners to ensure that targeted plans for children with identified needs continued to be supported. Applications were placed, and approved for EYPP, DAF and SENIF funding, ensuring that children were not missing out on support. However, in many cases funding was unable to be fully utilised as non-permanent staff were unable to attend the setting, with the knock-on effect of a staff member not being released to undertake some one-on-one work with child in receipt of funding. Where resources could be sourced and funded for the setting for the children, these were ordered and the positive impact on each child was tracked and reported demonstrating the importance of this funding.

Children requiring further support were provided with holiday packs made up by the SENDCo. These were resources from the setting that were placed in a bag for a child to continue to use at home. This approach was mainly to encourage the children to share with their parents activities undertaken at preschool. It also provided the opportunity for children to practise and showcase different skills e.g. fine motor

For the period ended 31st August 2021

skills that sometimes hadn't been noticed at home and encourage more language and expression.

Continuing to develop additional ways to partner with families e.g. home packs, and even visits will need to be built upon in the year ahead.

V. To continue to build on the focus and activities started in line with the United Nations Sustainable Development Goal programme

The UN SDG programme has 17 significant goals, the focus this year started to look at the first goal – no poverty. The children explored what it might be like to have nothing and what that looked like. The children asked what they could do to help. They chose to make-shift houses in the outdoor area and made Eco bricks using recycling materials for shelter and discussed the materials required to keep them warm and safe. Goal number 5 – gender equality – was introduced. Gender stereotypes were challenged through the “true” and “false” game where the children discovered that the rules are no different for boys and girls. The children made a list of all the different things “girls are” and also for “boys” and discovered that their lists were very similar. Further exploration of this important goal regarding equality across nations will be developed.

In the next academic year, the children will be exploring sustainable cities and communities and building on the work started this year, together with good health and well-being.

Management of the Setting:

I. To focus on the continual professional development of each practitioner to achieve their potential

With the restrictions of coronavirus still in place, training for staff was mainly limited to online e-learning. Training consisted of using Zoom and Microsoft Teams platforms that worked well, but staff were unable to complete courses requiring practical skills development e.g. Paediatric First Aid Certificate. However, even with restrictions and face-to-face training put on hold, 2 members of staff started their Level 3 practitioner qualification. The trainers set modules to do online and evaluated their submissions through discussions and follow up on Teams. It was required for the Manager to give evaluation feedback as the trainers were not attending the Setting.

For the period ended 31st August 2021

In the year ahead it will be important to return to face-to-face meetings in order for the trainers to observe the practitioners. For the year ahead, using the Government apprentice funding scheme, the aim is for a further 1–2 practitioners to have the opportunity to start their Level 3 training. The Committee of Trustees also approved for a senior practitioner to undertake the Forest School Leadership qualification. This will start in September 2021 and the objective for the year ahead will be to embed this learning within the afternoon outdoor programme.

II. To review admissions and occupancy model and identify administration efficiencies and systems to track financial planning more effectively

Whilst the Finance and HR Officer continued to focus on strong financial planning, coronavirus impacted directly on the administration of funding, income from families and therefore the financial planning of the setting.

The Government agreed to continue to deliver the 15 hours universal funding for all children, as well as Free-for-2 and 30 hours funding, even if parents decided to keep their child home due to the pandemic. Requirements however were placed on the Office Manager to ensure that clear records tracked by emails from parents in addition to the parental declaration documents, demonstrated the sessions that families had booked at the start of the academic year. Only with all the required paperwork would funding be secured. This created a huge administrative responsibility on the setting to ensure that all funding was accounted for and that record keeping such as the register clearly reflected attendance and non-attendance as well as the reasons. In addition, the funding portal in which funding was applied was found to have a weakness in the system, meaning the system did not always register the claim even though it showed the claim had been submitted. This led to emails stating the setting owed significant sums back to the Government, thereby requiring evidence (provided only by taking a screen shot of the submissions at the time) and further paperwork to clarify and receive funding. Whilst waiting for this funding to be approved and subsequently released due to the system glitch, this also held up approval and release of targeted funding for EYPP, SENIF and DAF for identified children at the setting. Not all funding for these children was subsequently able to be used, requiring the SENDCo to liaise with funding teams to identify whether unused funding was required to be returned.

Having to keep fulsome records to ensure continuing Government funding for the setting, meant that further efficiencies were unable to be trialled, but instead further work was required in order to reflect income and expenditure against the preschool's budget plan for the academic year, in addition to record-keeping for funding.

For the period ended 31st August 2021

Impacts to the budget that were highlighted across the year included (i) significant amount of overtime being claimed by staff having to cover for illness and other factors due to the limited number of bank staff that were able to work due to keeping risk of infections at the setting down; (ii) increase both in number of hours for the cleaner as well as the antibacterial products required to keep the setting clean and safe.

From January 2021 when looking at the next academic year, whilst there was a significant wait list of families wishing to start in September 2021, as a direct result of the coronavirus leading to changes in family circumstances and in some cases financial, meant that a significant number of families on the wait list decided to either not take up a place or to delay the start of their child beyond September 2021 to see what would happen across the country. For a number of families, returning to work required additional hours beyond preschool hours being the priority. Being unable to show families around the setting meant that developing the wait list was limited. It has been identified that as a direct result of coronavirus, the start to the next academic year will be impacted and down by almost 30% for the first term. The unpredictability due to coronavirus demonstrated that working on a 2-year planning and budget cycle is prudent for the setting moving forward.

III. In line with Management Review (2019), continue to refine Chair and Committee roles and responsibilities to ensure Committee focus on strategy and governance with management being responsible for operational decision-making.

With the new Manager and the Office Manager working closely together, the Chair was able to step back from engaging in more operational decision making and focus on governance and leadership of the Committee of Trustees. It was identified by Ofsted that a Deputy Manager is recommended and so the Office Manager was asked to take up this position. With the Manager and Deputy working closely together, it enabled the Chair to further step back to give more overarching support to the setting. However, during the year it became obvious that the staff team needed to be able to provide feedback directly to the Committee of Trustees and know that their input was valued. The Chair provided direct access through the 360-appraisal process, and it was recognised that staff need an identified member of the Committee to take concerns and other matters directly to the Committee of Trustees on their behalf, in addition to the Manager. Moving forward in the next academic year, identifying specific roles for the Committee of trustees including links for staff is a priority.

- IV. *To leverage all media platforms e.g. website, Facebook, Tapestry both in communication with families and wider understanding of activities as member of community.*

With access to the setting limited, the role of Tapestry and Facebook became even more important communications tools for the setting. These platforms were key to sharing with families the activities children had been undertaking as well as key themes that were being developed over the year.

Unfortunately, whilst the website is a significant draw to showcasing the setting, the platform was not used more proactively with the exception of ensuring all covid secure policies and updates were in line with current regulation.

The year ahead will require the training of a practitioner to enable the website to be regularly updated providing current thinking and ways for parents to engage further with the EYFS.

Partnership working:

- V. *To re-connect, in light of COVID-19, partnerships developed within the community prior to the pandemic and support these community groups.*

Unfortunately, due to ongoing coronavirus restrictions, partnerships with the Leisure Centre, the Library and at the Market were unable to be restarted. A return to these partners will be a focus in the next academic year, where possible in light of any ongoing restrictions.

- II. *To engage parents further in the contribution of observations of their child to support the ongoing development of their child's communication skills whilst at the setting.*

The use of Tapestry as a communication tool between parents and key person practitioner became vital as parents were unable to enter the setting and all conversations and parent consultations were conducted on the telephone or Zoom. Being able to showcase activities being undertaken at the preschool enabled parents to be able to share any extended learning from home. However, this partnership is only enabled when parents contributed to the system. During lockdown with many families working at home, it was found that input from families was impacted and therefore contributions from many were minimal. Through a review of Tapestry,

For the period ended 31st August 2021

assessment and tracking, finding a suitable way to engage parents further in their child's development will be an important element.

In July 2021, as the new manager was completing their probationary year, following a discussion with the Committee of Trustees, the contract was not renewed, and the manager left the setting. The Deputy Manager (also Office Manager) was asked to step up and manage the setting from September 2021. The Deputy Manager agreed once staff members had been approached and agreed with the understanding that a full review process concerning performance was in place. Nicky Mackert started as Manager from September 2021.

Beneficiaries of our services

The key beneficiaries of our services are children aged 2–4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the pre-school's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we have had 56 children on our register who attend different sessions over the week. Following on from last year we continue to allow up to a maximum of 36 children per session. Of these 56 children 8 have English as an additional language and 2 are in receipt of extra funding (SENIF) for learning support.

The children's progress is monitored throughout the year using the Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs are monitored using a personalised targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, a focus on a topic titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with English as an additional language have made good progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others both familiar and unfamiliar.

Financial review

For the year ending 31 August 2021, The Children's Workshop made a profit of £12,117, a decrease of £12,975 from the profit of £25,092 from 31 August

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

2020. It should be noted that the August 2020 figures included Coronavirus support grants totalling £19,833.

The total income for the year ending 31 August 2021 was £169,654, an overall decrease of £27,839 from £197,493 in August 2020. This decrease is due to lower occupancy figures as a result of the Coronavirus pandemic, the loss of the quality supplement we received due to the previous manager having Early Years Teacher (EYT) qualifications (as per the Kent Provider Agreement) and no additional Coronavirus grants from the government for example the Coronavirus Job Retention Scheme (£9,833 in 2019/20) and the Discretionary Business Grant from Sevenoaks District Council (£10,000 in 2019/20).

The Children's Workshop's total expenditure for the year ending 31 August 2021 was £157,537, an overall decrease of £14,864 from £172,401 in August 2020.

Staff costs were reduced in line with lower occupancy levels. Staffing expenditure accounted for £126,499 of the expenditure to 31 August 2021 (£135,105 for year ending 31 August 2020), a reduction of £8,606.

The net asset balance is £230,651 as at 31 August 2021, up from £218,534 at 31 August 2020.

In order to purchase our building, we obtained a loan from the Charity Bank which is repayable over 7 years. We currently have 2 years remaining on the loan (end date 12/08/2023) with an estimated balance of £20,431 as at August 2021.

Our current financial position and our current cash at bank of £112,470 (significantly up from £88,162 in August 2020) gives assurance that ongoing activities can repay the loan and continue as a going concern.

Principal risks and uncertainties

The Children's Workshop's ownership of a building forms the basis of most of the financial risks undertaken by The Children's Workshop. Principal risks and uncertainties have been identified as follows:

- Ongoing COVID-19 impact – on business and numbers attending
- Paying back the loan to the Charity Bank is contingent on filling spaces and adequate income.

- Introduction of further Government initiatives which may not provide level of income per child to maintain the current service e.g. totally free places.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs which we keep as a general fund. Due to prudent budgeting, general reserves are now £112,470 which means that The Children's Workshop has built up specific reserves to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2021–2022

Children's Learning and Development – *to provide an exciting, high quality and varied teaching programme for all children attending.*

This year our focus will be aimed towards:

- ❖ **Educational programme** – To utilise and embed the revised Early Years Foundation Stage (EYFS) Framework to undertake varied, challenging, and enjoyable learning experiences for each child at the setting.
- ❖ **Assessment and Measurement** – To undertake a review of methods and resources for accurate tracking of each child's progress and to identify any further areas of support required.
- ❖ **Outdoor Programme/Forest School** – To drive the outdoor focus of the Preschool and embed within the afternoon teaching programme.
- ❖ **Planning** – To streamline the planning approach ensuring practitioners remain focussed on children but Early Learning Goals and aims are clear and consistent across the setting.
- ❖ **Safeguarding and Welfare** – To promote good health and well-being for each child at the setting.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

Management of the Setting – *to run the setting effectively and efficiently.*

This year our focus will be aimed towards:

- ❖ **Management of Setting** – To support new Manager to develop setting
- ❖ **Staff Well-Being** – To focus on support and building up of staff team in light of pandemic and changes at the setting
- ❖ **Staff Development** – To develop clear succession planning for all key roles and enable all staff equal opportunity to develop their potential.
- ❖ **Financial Responsibility** – To explore opportunities to drive optimal occupancy model and ensure ongoing financial viability of the preschool following the financial impact of Coronavirus.
- ❖ **Committee and staff partnership** – To build on progress of roles and responsibilities of Committee and their governance with focus on support of staff.

Partnership working – *to create and sustain positive and mutually beneficial partnerships with organisations in the community.*

This year our focus will be aimed towards:

- ❖ **Local Community** – To re-connect, in light of Coronavirus, partnerships developed within the community prior to the pandemic e.g. schools.
- ❖ **Family Engagement** – To identify opportunities to engage parents further in the contribution of observations of their child to support the ongoing development of their child.

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (finance and fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict of interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

<u>Committee members who resigned during the financial period.</u>	<u>Date of resignation</u>
Richard White	May 2020
Nazma Ahmed	August 2021

<u>Current committee members</u>	<u>Date of appointment, election or re-election</u>
Rebecca Rushton (Chair)	December 2020
David Bill (Treasurer)	December 2020
Katalina Bateman (Secretary)	December 2020
Anneen Aucamp	December 2020
Anne Dunphy	December 2020
Joanne Forder	December 2020
Nicola Mackert	July 2021
Kinvara Rogers	December 2020
Hollie Silver	December 2020
Ursula Spindler	December 2020
Luke Stringer	December 2020

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Trustees give their time voluntarily and receive no benefits from the charity for their work as trustees. Nazma Ahmed has been employed by the preschool in this period for operational work. Nazma Ahmed's contract at The Children's Workshop following a year-long probationary period was agreed not to be renewed. The Committee of Trustees proposed and agreed to offer the position of Preschool Manager to Nicola Mackert. Nicola was formally offered the post of Preschool Manager by the Chair and Committee of Trustees and accepted the position. As Nicola Mackert was the Office Manager of the setting, recruitment of a replacement for this position is underway.

Volunteers

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees and a variety of students on placement at the Children's Workshop.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' annual report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and estimates that are reasonable and prudent
- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2021

- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- There is no relevant financial information of which the charitable company's independent examiner is unaware
- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant financial information and to establish that the independent examiner is aware of that information

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2021 was 54 (2020: 56). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

The trustees' annual report has been approved by the trustees on 3 November 2021 and signed on their behalf by:



Rebecca Rushton
Chair of Committee of Trustees



David Bill
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

Independent Examiner's Report to the Trustees of The Children's Workshop Financial Year Ended 31 August 2021

I report on the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2020 to 31 August 2021, which are set out on the following pages.

Basis of Independent Examiner's Report

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items disclosed in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view of the accounts.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with section 41 of the Charities Act 1993 (the Act); and
 - to prepare accounts which accord with the accounting records and to comply with accounting requirements of the Act have not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Name

G.K. BENSTED FCCA

Address

19 MCGROOVLANDS SEAL SEVENOAKS KENT TN15 0D17

Date

4/11/21

The Children's Workshop

Statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2020 to 31 August 2021

		Year to 31/08/2021			Year to 31/08/2020		
	Note	Unrestricted £	Restricted £	Total £	Unrestricted £	Restricted £	Total £
Income from:							
Donations and legacies	2	3,774	658	4,432	15,208	12,642	27,850
Charitable activities	3	162,624	2,593	165,217	169,320	300	169,620
Investment income	4	5	-	5	23	-	23
Total income		166,403	3,251	169,654	184,551	12,942	197,493
Expenditure on:							
Raising funds	5	521	-	521	-	-	-
Charitable activities Pre-school	5	153,765	3,251	157,016	159,459	12,942	172,401
Total expenditure		154,286	3,251	157,537	159,459	12,942	172,401
Net income / (expenditure) before net gains / (losses) on investments		12,117	-	12,117	25,092	-	25,092
Net gains / (losses) on investments		-	-	-	-	-	-
Net income / (expenditure) for the year	15	12,117	-	12,117	25,092	-	25,092
Transfers between funds		-	-	-	-	-	-
Net income / (expenditure) before other recognised gains and losses		12,117	-	12,117	25,092	-	25,092
Gains / (losses) on revaluation of fixed		-	-	-	-	-	-
Other gains / (losses)		-	-	-	-	-	-
Net movement in funds		12,117	-	12,117	25,092	-	25,092
Reconciliation of funds:							
Total funds brought forward		217,984	550	218,534	192,892	550	193,442
Total funds carried forward		230,101	550	230,651	217,984	550	218,534

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2021

	Note	31/08/2021 £	31/08/2020 £
Fixed assets:			
Tangible assets	8	154,736	164,749
		154,736	164,749
Current assets:			
Debtors	9	-	-
Balance at Bank		112,470	88,162
Cash in hand		-	-
		112,470	88,162
Liabilities:			
Creditors: amounts falling due within one year	10	25,963	13,947
Net current assets / (liabilities)		86,507	74,215
Total assets less current liabilities		241,243	238,965
Creditors: amounts falling due after one year	12	10,593	20,431
Net assets excluding pension asset / (liability)		230,651	218,534
Defined benefit pension scheme asset / (liability)		-	-
Total net assets / (liabilities)		230,651	218,534
Funds:	14		
Restricted income funds		550	550
Unrestricted income funds:			
Designated funds		134,305	135,189
Revaluation reserve		-	-
Pension reserve		-	-
General funds		95,796	82,795
Non-charitable trading funds		-	-
Total unrestricted funds		230,101	217,984
Total funds		230,651	218,534

For the year ending 31 August 2021 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

Approved by the trustees on 3 November 2021 and signed on their behalf by



Rebecca Rushton
Chair



David Bill
Treasurer

The Children's Workshop

Consolidated statement of cash flows

For the period 1 September 2020 to 31 August 2021

	Note	Year to 31/08/2021		Year to 31/08/2020	
		£	£	£	£
Cash flows from operating activities					
Net cash provided by/ (used in) operating activities	15		33,960		14,652
Cash flows from investing activities:					
Dividends, interest and rents from investments		-		-	
Proceeds from the sale of fixed assets		-		-	
Purchase of fixed assets		(522)		-	
Proceeds from sale of investments		-		-	
Purchase of investments		-		-	
Net cash provided by / (used in) investing activities			(522)		-
Cash flows from financing activities:					
Repayments of borrowing		(9,130)		(8,465)	
Cash inflows from new borrowing		-		-	
Receipt of endowment		-		-	
Net cash provided by / (used in) financing activities			(9,130)		(8,465)
Change in cash and cash equivalents in the year			24,308		6,187
Cash and cash equivalents at the beginning of the year			88,162		81,975
Change in cash and cash equivalents due to exchange rate movements			-		-
Cash and cash equivalents at the end of the year			112,470		88,162

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) – (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Reconciliation with previously Generally Accepted Accounting Practice (GAAP)

In preparing the accounts, the trustees have considered whether in applying the accounting policies required by FRS 102 and the Charities SORP FRS 102 a restatement of comparative items was required. The transition date was 6th April 2014. No restatement of comparative items was required.

c) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

d) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

e) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

f) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

g) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

1 Accounting policies (continued)

h) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

i) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably. Expenditure is classified under the following activity headings:

- Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose
- Expenditure on charitable activities includes the costs of running the preschool and its associated support costs
- Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

j) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity.

However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

- | | |
|--------------------|-----|
| ● Pre-school | 68% |
| ● Support costs | 16% |
| ● Governance costs | 16% |

k) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

- | | |
|-------------------------|----------|
| ● Modular Building | 20 years |
| ● Computers & equipment | 3 years |

l) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered.

Prepayments are valued at the amount prepaid net of any trade discounts due.

m) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account. Cash balances exclude any funds held on behalf of service users.

n) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

2 Income from donations and legacies

	Unrestricted £	Restricted £	Year to 31/08/2021 Total £	Year to 31/08/2020 Total £
Donations	2,485	–	2,485	3,434
Grants	–	658	658	22,642
Fundraising events	1,289	–	1,289	1,774
	3,774	658	4,432	27,850

3 Income from charitable activities

	Unrestricted £	Restricted £	Year to 31/08/2021 Total £	Year to 31/08/2020 Total £
Pre-School Fees	63,549	–	63,549	71,220
Government contributions to fees	98,476	2,593	101,069	97,058
Contribution to school trips, uniform etc	600	–	600	1,343
Total income from charitable activities	162,624	2,593	165,217	169,620

4 Income from investments

	Unrestricted £	Restricted £	Year to 31/08/2021 Total £	Year to 31/08/2020 Total £
Bank Interest	5	–	5	23
	5	–	5	23

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

5 Analysis of expenditure

	Cost of raising funds £	Charitable expenditure: Pre-school £	Governance costs £	Support costs £	Year to 31/08/2021 £	Year to 31/08/2020 £
Staff costs (Note 6)	-	93,764	9,027	23,708	126,499	135,105
Equipment	-	2,119	-	-	2,119	1,976
Pre-school Supplies (incl snack)	-	1,324	-	-	1,324	1,247
School activities	-	306	-	-	306	703
Recruitment	-	-	-	-	-	805
Rent	-	-	-	-	-	-
Ground Rent	-	2,600	-	-	2,600	4,100
Utilities	-	1,406	-	-	1,406	1,895
Maintenance costs	-	1,962	-	-	1,962	2,721
Cleaning costs	-	1,650	-	-	1,650	1,408
Other premises costs	-	650	-	-	650	854
Business Rates	-	57	-	-	57	335
Insurance	-	1,927	-	-	1,927	1,930
Professional costs	-	568	106	-	674	456
T-shirts and book bags	-	623	-	-	623	2,063
Training costs	-	564	-	-	564	1,504
Fundraising costs	521	-	-	-	521	-
Office supplies	-	766	-	-	766	888
Depreciation	-	10,535	-	-	10,535	10,539
Phone	-	1,123	-	-	1,123	1,079
Other administration costs	-	122	-	-	122	-
Bank charges	-	89	-	-	89	121
Loan financing – interest	-	1,910	-	-	1,910	2,573
Event costs	-	-	-	-	-	-
Transportation costs	-	112	-	-	112	98
Other	-	-	-	-	-	-
	521	124,175	9,133	23,708	157,537	172,401
Support costs	-	23,708		(23,708)	-	-
Governance costs	-	9,133	(9,133)		-	-
Total expenditure 2021	521	157,016	-	-	157,537	172,401
Total expenditure 2020	-	172,401	-	-	172,401	

Of the total expenditure, £154,286 was unrestricted (2020: £159,459) and £3,251 was restricted (2020: £12,942).

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2021	Year to 31/08/2020
	£	£
Salaries and wages	117,834	126,481
Redundancy and termination costs	–	–
Social security costs	4,377	4,976
Pension contributions	4,288	3,649
	126,499	135,105

No employee earned more than £60,000 during the year (2020: £ nil).

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2020: £ nil). One trustee was employed by the charity during the year. Nazma Ahmed was paid under a contract of employment £25,832 as the preschool manager.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2021	Year to 31/08/2020
	No.	No.
Raising funds	–	–
Pre-school	9.7	9.6
Support	1.8	1.8
Governance	0.6	0.6
	12.0	11.9

8 Tangible fixed assets

	Pre-school building £	Fixtures and fittings £	Computers & equipment £	Total £
Cost				
At the start of the year	203,217	–	2,816	206,033
Additions in year	–	–	522	522
At the end of the year	203,217	–	3,338	206,555
Depreciation				
At the start of the year	39,013	–	2,271	41,284
Charge for the year	9,961	–	575	10,535
At the end of the year	48,974	–	2,845	51,819
Net book value				
At the end of the year	154,243	–	493	154,736
At the start of the year	164,204	–	546	164,749

All of the above assets are used for charitable purposes.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

9 Debtors

	2021 £	2020 £
Trade debtors	-	-
Prepayments	-	-
	<u>-</u>	<u>-</u>
	<u>-</u>	<u>-</u>

10 Creditors: amounts falling due within one year

	2021 £	2020 £
Creditors (loans due within 1 year)	9,838	9,130
Accruals	4,000	2,917
Deferred income	12,124	1,900
	<u>25,963</u>	<u>13,947</u>
	<u>25,963</u>	<u>13,947</u>

11 Deferred income

	2021 £	2020 £
Balance at the beginning of the year	1,900	21,296
Amount released to income in the year	(1,900)	(21,296)
Amount deferred in the year	12,124	1,900
	<u>12,124</u>	<u>1,900</u>
Balance at the end of the year	<u>12,124</u>	<u>1,900</u>

12 Creditors: amounts falling due after one year

	2021 £	2020 £
Bank loans	10,593	20,431
Amounts due under finance leases	-	-
	<u>10,593</u>	<u>20,431</u>
	<u>10,593</u>	<u>20,431</u>

Bank loans totalling £20,431 (2020: £29,561) are secured against the preschool building.

13 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	154,736	-	154,736
Net current assets	95,796	(9,838)	550	86,507
Long term liabilities	-	(10,593)	-	(10,593)
	<u>95,796</u>	<u>134,305</u>	<u>550</u>	<u>230,651</u>
Net assets at the end of the year	<u>95,796</u>	<u>134,305</u>	<u>550</u>	<u>230,651</u>

The Children's Workshop

Notes to the financial statements

For the period 1 September 2020 to 31 August 2021

14 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school activities	550	3,251	(3,251)	-	550
Total restricted funds	550	3,251	(3,251)	-	550
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	135,189	-	-	(884)	134,305
Total designated funds	135,189	-	-	(884)	134,305
General funds	82,795	166,403	(154,286)	884	95,796
Total unrestricted funds	217,984	166,403	(154,286)	-	230,101
Total funds	218,534	169,654	(157,537)	-	230,651

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

15 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2021 £	Year to 31/08/2020 £
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	12,117	25,092
Depreciation charges	10,535	10,539
(Increase)/decrease in debtors	-	-
Increase/(decrease) in creditors	11,307	(20,979)
Net cash provided by / (used in) operating activities	33,960	14,652

16 Analysis of cash and cash equivalents

	At 1 September 2020 £	Cash flows £	Other changes £	At 31 August 2021 £
Cash in hand	-	-	-	-
Cash at Bank	88,162	24,308	-	112,470
Overdraft facility repayable on demand	-	-	-	-
Total cash and cash equivalents	88,162	24,308	-	112,470

17 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.

Accounts



Company number: 5055356

Charity Number: 1102887

The Children's Workshop

Report and financial statements

For the period ended 31st August 2020



The Children's Workshop

For the period ended 31st August 2020

Contents

Reference and administrative information	1
Trustees' annual report	2
Independent examiners report	19
Statement of financial activities (incorporating an income and expenditure account)	20
Balance sheet	21
Consolidated statement of cash flows	22
Notes to the financial statements	23

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2020

Company number	5055356
Charity number	1102887
Registered office and operational address	Environmental Park, Buckhurst Lane, Sevenoaks, TN13 1FE
Trustees	Trustees, who are also directors under company law, who served during the year and up to the date of this report were as follows: Rebecca Rushton (Chair) David Bill (Treasurer) Katalina Bateman (Secretary) Nazma Ahmed Anneen Aucamp Joanne Forder Kinvara Rogers Luke Stringer Richard White
Key management Personnel	Nazma Ahmed (Preschool Manager) Nicola Mackert (Office Manager) Melanie Lloyd-Nolan (Finance & HR Officer)

The trustees present their report and the financial statements for the period ended 31st August 2020.

Reference and administrative information set out on page 1 forms part of this report. The financial statements comply with current statutory requirements, the memorandum and articles of association and the Statement of Recommended Practice – Accounting and Reporting by Charities: SORP applicable to charities preparing their accounts in accordance with FRS 102.

The Children's Workshop's Purpose and Ethos

The purpose of The Children's Workshop is to enhance the development and education of children primarily under statutory school age. This is achieved by offering appropriate play, education, care facilities and training courses, together with the right of parents to take responsibility for, and to become involved in, the activities of The Children's Workshop. Thereby ensuring opportunities for all children whatever their background race, culture, religion, means or ability. The ethos that guides our work is:

OUR ETHOS

At The Children's Workshop Preschool, we believe all children have an innate desire to learn and explore and that each child is a special individual. At our preschool we work together children, staff, parents, carers and the wider community to ensure ALL children learn and have FUN in a safe, nurturing environment that supports them to develop their individual potential whilst building HAPPY FRIENDSHIPS and MEMORIES.

OUR AIMS

We aim to provide an environment where children can:

Develop a 'can do' attitude –

- We nurture our children's sense of self and belief
- We foster Self-Involvement, Engagement, Motivation, Risk Taking and Assessing
- We motivate exploration, investigation and problem solving

Develop a sense of 'wonder of the world':

- We stimulate our children's interest in their community, the world we live in and their sustainability
- We love to learn outdoors; we have a special focus on forest-style outdoor activities
- We strive to enthuse children with a love for learning

Grow to be 'their very best':

- Developing skills for life such as listening, learning, manners, teamwork
- Developing a strong sense of self as individual within a tolerant community built on respect for others
- Developing resilience, independence and confidence to move towards each next step in life
- Develop creativity and celebrate and listen to each other's successes and ideas.

Aims and Objectives

The charity's main activities and who it tries to help are described below. Annually, the trustees review the aims, objectives, and activities of the charity. These are set against 3 key areas:

1. *Children's Learning and Development* – to provide an exciting, high quality and varied learning programme for all children attending
2. *Management of Setting* – to run the setting effectively and efficiently
3. *Partnership Working* – to create and sustain positive and mutually-beneficial partnerships with organisations in the community

This report looks at what the charity has achieved and the outcomes of its work in the reporting period. The trustees report the success of each key activity and the benefits the charity has brought to those groups of people that it is set up to help. The review also helps the trustees ensure the charity's aims, objectives and activities remain focused on its stated purposes.

The trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing the charity's aims and objectives and in planning its future activities. In particular, the trustees consider how planned activities will contribute to the aims and objectives that have been set.

2019–2020 Aims and Objectives

Children's Learning and Development:

- I. To test the new model of planning for our workshop
- II. To develop the United Nations Sustainable Development Goal programme
- III. To develop a more natural indoor environment where plastic is limited and open-ended resources are at the forefront of thinking, planning, developing, and learning
- IV. To develop outdoor learning from experiences of previous year
- V. To develop the use of Tapestry for tracking children's progress and evaluate and moderate staff's interpretation and use of EYFS Areas of learning

Management of the Setting:

- I. To implement recommendations following the Management Review and ensure strong accountability to the Committee of Trustees in light of revised governance structure.

For the period ended 31st August 2020

- II. To review admissions and occupancy model and identify efficiencies for stronger financial planning as well as benefit current and future families.
- III. To identify all current media platforms used and make more user friendly in order to provide more targeted and effective communications to target audience

Partnership working:

- I. To source other activities within the community the children can engage in
- II. To deepen the new partnerships developed over the last year

Achievements and performance

All its charitable activities focus on providing a quality preschool education for children aged 2–4 and are undertaken to further The Children's Workshop charitable purposes for the benefit of the public. Based on achieving these aims for the charity, detailed below are the achievements based on the aims and objectives for 2019–2020.

Children's Learning and Development:

I. To test the new model of planning for our workshop

During this academic year, a review of the 'planning, doing and reviewing' cycle took place. Together with the staff, the manager's aim was to move away from standardised forms which were not often clear, nor used in their entirety. The concept was to move from paperwork planning to 'action' planning by carrying out 'planning in the moment' through which, by listening to the child/ren's interests practitioners would provide the right environment and resources for individualised and group extension. The white boards in each room, aimed to facilitate this exercise. Halfway through the academic year and staff were beginning to utilise this approach. However, Covid-19 pandemic halted the process. This will need to be continued and reviewed with the team moving forward.

Planning for each workshop had become burdensome for the practitioners carrying out the workshops. The manager adopted a simpler version of this planning. This consisted of giving practitioners an overall guidance e.g. a recipe, activity to be undertaken and the objectives to be reached. The practitioner leading the activity was encouraged and supported to interpret the objectives, using both personal and professional understanding. The practitioner needed to adjust the activity, where necessary, to accommodate children's abilities e.g. attention span and skills. This resulted in practitioners developing confidence in their practice, as they became

For the period ended 31st August 2020

owner of the activity they led and supported staff continuous professional development. All workshops were halted due to the COVID-19 pandemic. This type of planning will be put forward for the next academic year.

II. To develop the United Nations Sustainable Development Goal programme

In 2019, The Children's Workshop signed up to participate in The United Nations Sustainable Development Goals Action Programme. The Global Goals project therefore formed the basis and springboard for many of the activities that were planned for the year. Together with donations and support from businesses including Sevenoaks Council, further resources were secured to engage the children in addressing some of the goals within their own community. Focus of learning started with "Life below water" and subsequently "Life on land" where the children learned about the changing environment and what has impacted e.g. climate change, life cycle, increased waste and how they can make a change. For outdoor learning this translated into activities that would support waste reduction, outcomes being:

- (i) *Litter picking* – which taught the children not only to throw away waste carefully and much waste can be recycled but highlighted the level of waste that many in their community leave lying around and how this needs to change.
- (ii) *Walks in Knole Park* – children were shown how different trees have different leaves as well as the importance of protecting trees and the wildlife.
- (iii) *Visits to the library* – to understand the local community amenities and to show that children can borrow books and then return them rather than always buying books.
- (iv) *Visits to the local market* – learning about local produce and supporting local business.
- (v) *Making Eco bricks* – using plastic waste, children made Eco bricks that can be used in building.
- (vi) *Using the composter* – for leftover food from snacks, lunch and cooking workshops and learning about what can be composted
- (vii) *Neighbourly scheme* – partnering with ALDI, received food that was nearing sell-by date and unable to be sold, and given to the Setting to be used at snack time and taught the children not to waste food

III. To develop a more natural indoor environment where plastic is limited and open-ended resources are at the forefront of thinking, planning, developing, and learning

For the period ended 31st August 2020

The UN SDG programme has supported the setting in moving towards a more natural and sustainable setting. A setting which would reduce the use of plastic through toys, disposable water bottles etc. and using an efficient recycling system which the children learnt to adopt. The staff continued to ensure that the setting resources contributed to this approach. Key outcomes included:

- Use of 3 different recycling bins within each room which the children were taught to use
- Use of everyday materials in learning activities e.g. mathematical learning using recycled lids
- Challenging children to use their imagination to repurpose materials at the setting e.g. making a boat, bus, or castle from a large cardboard box

IV. To develop outdoor learning from experiences of previous year

Here the setting has continued to enhance the way the environment is utilised and cared for. The seasons were used very much in unison with the UN programme to understand climate change, the impact human actions have on this and the importance to try reversing the course of disruption e.g. litter picking, looking at the process of filtering water, using water butts to collect rain water, creating different habitats to encourage animals to visit the like building hedgehog sanctuaries around the setting's outdoor space.

Play equipment was made from natural and re-used resources e.g. tyres, ladder, and pallets. A new adventure play area was completed by staff. Here, the use of recycled resources created a challenging environment, for our most intrepid children (pretty much all of them).

Using the booklets provided by the Kent County Council UN Sustainable Development Goals partners, the children were able to take home tasks to undertake with their families which further enhanced the learning that had taken place in the Setting.

V. To develop the use of Tapestry for tracking children's progress and evaluate and moderate staff's interpretation and use of EYFS Areas of learning

The use of Tapestry was pivotal in developing extension in the learning and partnership with families. Parents posted on their child's learning journal the activities that children undertook during weekends and holidays in line with the booklets. Through posting observations and pictures from both in the setting and home, practitioners were able to broaden their view of each child's progress through the year. This gave the manager the opportunity to review the perspective of each

For the period ended 31st August 2020

practitioner and their approach to interpreting the observations they were analysing against the EYFS. This enabled the manager to better understand where and what to focus any following training for the staff to further develop their skills for the year ahead.

The use of Tapestry for tracking, evaluating and moderating staff's interpretation of the EYFS needs further reviewing, however. It is apparent that this electronic system, though perhaps the most accurate on the market, does not allow for practitioners' interpretation of the EYFS to be tailored to the individual child. Therefore, it is necessary to continue to utilise the Kent tracker to ensure a more accurate estimations of children's progress.

Management of the Setting:

- 1. To implement recommendations following the Management Review and ensure strong accountability to the Committee of Trustees in light of revised governance structure*

As a direct result of the Management Review that was undertaken in 2019, 8 recommendations to focus change were subsequently proposed to the committee of trustees. The rationale for the review had been "to review The Children's Workshop management, operating and governance structure in order to ensure optimal and effective management and coverage for the preschool's staff and clients". Priority recommendations were:

- Re-define job descriptions of Manager and Office Manager
- Refine Chair and Committee responsibilities and Committee framework
- Create staff contingency plan
- Parking
- Create more accountable appraisal process for Management Team
- IT System Review
- Building Maintenance Review
- Review admissions process and charges to parents

From these recommendations, focus was given to the first 2 priorities for this academic year.

- 1. Re-define job descriptions of Manager and Office Manager*

The job descriptions for the Manager and Office Manager were revised and approved, to ensure clarity of responsibilities of roles and a clearly defined "Management Team" tier. The role of Office Manager was also updated with the

For the period ended 31st August 2020

requirement for the 4 days working to be at the setting rather than remotely.

The impact of both these changes was significant. The positive outcomes:

- i. Increased efficiency of Manager and Office Manager as revised job description better reflected areas of responsibilities of these positions.
- ii. Manager better supported with additional management representation at the setting. Enabled prompt discussion and action on daily matters.
- iii. Quicker response times to parents.
- iv. Stepping back of key members of committee of trustees (particularly the Chair) to focus more on governance and financial priorities of the preschool, rather than numerous hours engaged in more operational matters.

2. Refine Chair and Committee responsibilities and Committee framework

At the AGM in November 2019, the trustees and members of The Children's Workshop agreed the resolution to reduce parent obligation on the committee of trustees from 60% to 25% with the aim of having more associate members who may have more time to provide the setting with varied and experienced skills and as a result a more stable governing oversight. The opportunity to have a more diverse committee and skills base to continue to maintain a strong governance base through the Committee will be seen over the next academic year as we look to recruit further trustees.

Further recommendations following the Management Review will continue to form the basis for objectives in the coming 2 years.

II. To review admissions and occupancy model and identify efficiencies for stronger financial planning as well as benefit current and future families

With the continued commitment to strong financial planning, the focus this year has been on reviewing the model for admissions and occupancy and factors that impact on budget and any efficiencies that could be identified. Key factors identified through reviewing the model have been:

- *Size of cohort joining the preschool each academic year.* There is a limit on occupancy numbers and yet each year the occupancy of one room impacts on the other. For 2019–2020, there had been a small cohort of children in Buds that moved up to Saplings. This meant a larger admission pool for Buds, thereby income was increased due to fees. However, 2020–2021 this large cohort will move to Saplings (and have access to government funds) meaning a smaller cohort of Buds children, thereby a negative budgetary impact. Reviewing if there is a better model of approach and allocation of sessions

For the period ended 31st August 2020

continues and will form a priority aim for 2020–2021, with a view of a 2-year planning approach.

- *Families on wait list who secured sessions, pulling out prior to start of year* – to reduce last minute vacancies and financial impact, a new starter deposit of £100 became a requirement to be paid for confirmation of sessions secured by each new family. This deposit was then set against the first invoice of the year. Those families accessing FF2 and free places were exempt. This reduced the dropout rate to zero prior to the start of the academic year.
- *Universal government funding and voluntary contributions* – government funding hourly rate remains low and as a charity we ensure we are totally inclusive and offer spaces to all who wish to secure a place irrespective of situation. However, the pattern remains with families taking minimal sessions (3 sessions per week) until eligibility for universal government funding (which covers for 5 sessions) when they increase for these sessions, however this carries a significant drop in income. Added to this, the preschool may only recommend families consider giving a “voluntary contribution” to cover any shortfall. Managing this impact is ongoing.
- *Tracking admissions and occupancy administratively burdensome and inefficient* – wait lists, registration forms and funding declarations all completed manually due to requirement for record keeping. However, forms do not match to database systems and government funding patterns. Hence numerous information required to be input manually on database system and spreadsheets to cover differing requirements of information requested including tracking budget status. Aim for 2020–2021 to explore any efficiencies that can be made yet adhere to required record keeping.

III. To identify all current media platforms used and make more user friendly in order to provide more targeted and effective communications to target audience

The development of ICT platforms has been pivotal to this year's success. The website has been streamlined and has most certainly become more user-friendly. The aim for 2020–2021 is to continue to build the information reflected on the site. The Early Years is a continuously developing sector and we aim to keep parents informed with latest news and updates on various aspects that affects it e.g. Online Safety, Safeguarding, Funding, Sector's County wide successes etc. The website can be a great platform for this.

The transition to Tapestry has been gradual and smooth. Practitioners' feedback has been positive particularly regarding more user-friendly layout of the EYFS. Parental feedback has also been very positive with the majority delighted at having both image and video clips of their child/ren and receiving so many insights about their time in preschool. A good percentage of parents have also used this platform to

For the period ended 31st August 2020

communicate with their child's key person and to post observations from home. This practice development supports the setting in accomplishing one of the Ofsted Inspection (2018) recommendations, that of enhancing partnership with parents. These IT platforms became the vital communication tools during the Covid-19 pandemic lockdown. The Manager used Tapestry, together with emails, zoom sessions and Facebook to share activities with families at home and many positive feedbacks were received by the manager.

At the end of Term 2 December 2019, the setting manager tendered her resignation. This started the process of recruitment for a new manager to join the preschool. However, following the start of the recruitment process, the COVID-19 pandemic began to develop and by March we were in lockdown which hampered the recruitment process significantly. As a direct result of this, the manager agreed to remain until the end of the academic year to support the cohort move through this unprecedented, challenging time. A new manager was appointed at the end of July 2020 to start in September 2020.

Partnership working:

I. To source other activities within the community the children can engage in

Exploring further opportunities to strengthen the setting's partnership with the community we organised a 'Grandparents Coffee Morning' in conjunction with the McMillan Big Coffee Morning. Grandparents made cakes which were then served by the children to their grandparents. An amazing £100 was raised.

Further fundraising community-based events were booked to take place but unfortunately the COVID-19 brought everything to a halt.

II. To deepen the new partnerships developed over the last year

Visits to the library continued to be an enthusiastic trip, with the children enjoying the nursery rhyme time. This year we removed the opportunity for the children to take books home from the library due to families losing several of them the previous year. Children were however, encouraged to discuss with their parents the possibility of going to the library to borrow books. Many parents reported using the library more regularly.

This year we continued to visit our 'friends at the leisure centre' a group of adults with Learning Difficulties who attend sessions there. We invited our friends for litter picking walks, and to share a cup of hot chocolate and roasted chestnuts in the

For the period ended 31st August 2020

Autumn. Such experiences enriched our relationship and partnership. However, due to COVID-19 lockdown the visits had to stop. It is hoped to resume this partnership as soon as the pandemic allows.

Coronavirus Pandemic

On 20th March 2020, the setting, much like the rest of the country was put under lockdown by the Government due to the COVID-19 pandemic.

This resulted in children being confined to their homes, with gardens or nearby parks the only opportunity for physical exercise. Children's emotional wellbeing became a cause for concern across the county. The manager kept daily contact with members of the Providers Association, the Collaboration group, and Collaboration Leaders across Kent to ensure the setting continued to offer support to all children and their families.

A zoom account was purchased and by week three weekly zoom sessions were led by staff and the manager to keep children in contact with each other and entertained for short while.

Tapestry, emails, and Facebook platforms were used to enhance this communication and maintain partnerships with the children and their families. Additional support was offered to those children who were recognised, before lockdown, to need some additional help. Furthermore, additional zoom calls were made with some children who were identified being uncomfortable with the class zoom sessions.

Though all practitioners were subsequently furloughed, the Manager, Office Manager and Finance Officer maintained the running of the setting and contact with families. The communication between manager and children continued till the lockdown was partially lifted. Furthermore, activities packs were delivered to some of the children who were further identified with needing additional material to continue to learn and develop.

Despite the pandemic, referrals were made to specialists' team where children were identified needing additional support from external agencies i.e.: SaLT, OT etc. All such referrals were successful, and children were being contacted (virtually) by the necessary teams.

After much planning and reorganisation of the premises, the setting reopened in June 2020, when the lockdown was partially lifted. A thorough risk assessment made everyone (staff, committee, and parents) feel reassured about the safe return of the children into the setting. It was an absolute delight to see the children return, in smaller groups, and pick up their play and learning from where they left it almost three months earlier.

For the period ended 31st August 2020

Transition for the older children, moving to Reception classes and, for the younger ones moving to other settings, took place via zoom and telephone conversations. Reports were posted or hand delivered. Overall, the feedback from families was very positive. Despite the upheaval of this academic year, it was a shared feeling among the staff that all the children demonstrated great levels of resilience and determination to continue their journey to learning and develop.

The Chair of Trustees and Finance Officer worked tirelessly to understand and adhere to the rules for furlough to ensure correct claims were made regarding staff members, that business rate holidays were attributed and any other financial support that the setting was eligible for was claimed. The Office Manager communicated regularly with KCC to ensure that government funding for the term was correctly claimed in line with revised guidelines and clear evidentiary support provided as well as overview of the setting's offering and business operation throughout the Summer term.

The COVID-19 impact continues and this in turn continues to impact on the setting but the partnership between the committee of trustees and management team ensured the continued smooth running of the setting and sessions being able to be run for families.

Beneficiaries of our services

The key beneficiaries of our services are children aged 2-4 (rising five) who are part of The Children's Workshop with their parents and carers. The children who attend the setting are from diverse backgrounds and inclusion is at the heart of the pre-school's approach. Amongst the children in our care are children from challenging homes, children from families whose first language is not English and children with special educational needs. This year we have had 61 children on our register who attend different sessions over the week. Following on from last year we continue to allow up to a maximum of 36 children per session. Of these 61 children 12 have English as an additional language and 1 is in receipt of extra funding (SENIF) for learning support.

The children's progress is monitored throughout the year using the Kent Progress Tracker system and evidence from this shows that this year, all children have made average or above average progress. Children who display more specific needs are monitored using a personalised targeted plan and parents and the setting work closely together to support the child to progress. Building on last year's success with the younger cohort of children, a focus on a topic titled "all about me" to contribute to the settling-in process was used and again, parents were supported to potty train their children and encourage them to put on their own shoes and coats. The tracker has shown this year that the children with Special Educational Needs (SEN) and with

For the period ended 31st August 2020

English as an additional language have made good progress. Children attending The Children's Workshop display an eagerness to learn through the activities on offer, and happiness and confidence in communicating with others, familiar and unfamiliar members of the community. All children have enjoyed taking part in the activities within the community. Both adults and children have benefitted from these visits in emotional well-being, empathy and understanding of others' needs.

Financial review

For the year ending 31st August 2020, The Children's Workshop made a profit of £25,092, an increase from the deficit of £2,770 from 31st August 2019. The loss for the previous period is accounted for due to the extended accounting period 6th April 2018 to 31st August 2019.

The total income was £197,493, an overall decrease of £51,026 from £248,519 in August 2019. This decrease is due to the August 2019 return covering an extended period (6th April 2018 – 31st August 2019, almost 17 months) and the loss of fees due to the setting closing during the Coronavirus pandemic.

The Children's Workshop's total expenditure last year was £172,401 an overall decrease of £78,888 from £251,289 in August 2019. However, as detailed above, the decrease can be attributed to the change in financial year reporting.

Staff costs remain broadly in line with the previous period considering the previous extended time frame. Staffing costs accounted for £135,105 of the expenditure to 31st August 2020 (£198,820 for period ending 31st August 2019).

The net asset balance is now £218,534 up from £193,442 in August 2019. To purchase our building, we obtained a loan from the Charity Bank which is repayable over 7 years. We currently have 3 years remaining on the loan (end date 12/08/2023) with an estimated balance of £29,561 as at August 2020. Our current financial position and our current cash at bank of £88,162 (up from £81,975 in August 2019) gives assurance that ongoing activities can repay the loan and continue as a going concern.

Principal risks and uncertainties

The Children's Workshop's ownership of a building forms the basis of most of the financial risks undertaken by The Children's Workshop. Principal risks and uncertainties have been identified as follows:

- Ongoing COVID-19 impact – on business and numbers attending

For the period ended 31st August 2020

- Paying back the loan to the Charity Bank is contingent on filling spaces and adequate income.
- Introduction of further Government initiatives which may not provide level of income per child to maintain the current service e.g. totally free places.

Reserves policy and going concern

The Children's Workshop policy is to have three months running costs which we keep as a general fund. Due to prudent budgeting, general reserves are now £82,795 which means that The Children's Workshop has built up specific reserves to cover three months running costs. The aim is to continue to maintain this three-month reserve fund over the next financial year.

Plans for the future

For the development of a more strategic approach for the sustainability and growth of The Children's Workshop, the following aims all work towards this overall goal:

Aims for 2020–2021

Children's Learning and Development:

- To develop planning and activities that utilise all 7 areas of development, focussing on the outdoor ethos of the Setting as start point for planning
- To prioritise the 3 main prime areas of focus – communication and language, physical development and personal social and emotional development – taking the lead in each activity through child-led interest.
- To fully utilise the Tapestry platform as key method to track every child's progress and continue to develop staff's interpretation and use of EYFS Areas of learning.
- To ensure the wellbeing of staff and children.
- To continue to build on the focus and activities started in line with the United Nations Sustainable Development Goal programme.

Management of the Setting:

- To focus on the continual professional development of each practitioner to achieve their potential
- To review admissions and occupancy model and identify administration efficiencies and systems to track financial planning more effectively

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2020

- In line with Management Review (2019), continue to refine Chair and Committee roles and responsibilities to ensure Committee focus on strategy and governance with management being responsible for operational decision-making.
- To leverage all media platforms e.g. website, Facebook, Tapestry both in communication with families and wider understanding of activities as member of community.

Partnership working:

- To re-connect, in light of COVID-19, partnerships developed within the community prior to the pandemic and support these community groups.
- To engage parents further in the contribution of observations of their child to support the ongoing development of their child's communication skills whilst at the Setting

Structure, governance and management

The Children's Workshop is a charitable company limited by guarantee and governed by a committee principally comprised of parents of children at the Children's Workshop who are elected at the AGM. The committee meets at least four times a year as a full committee and in between as necessary as sub-committees (finance and fundraising). Named roles include the Chair, Secretary and Treasurer. The committee also comprises of a member appointed by Lady Boswell's School and the preschool manager.

Following election at the AGM, Ofsted is notified immediately of each new Trustee, they are then DBS checked and formally registered with Ofsted. There is then an induction programme which introduces the work of the Charity, its employees and volunteers. This provides trustees with an understanding of the rules outlined in its governing document, its financial situation, how the preschool operates and the roles of all those who work and volunteer within the charity. Trustees must sign a code of conduct, confidentiality document and agree to a conflict of interest policy.

Public benefit

The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit, 'Charities and Public Benefit'. That guidance addresses the need for all charities' aims to be, demonstrably, for the public benefit.

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2020

Trustees

The Trustees are also Directors for the purposes of company law. The Trustees who served during the year and up to the date of this report were as follows:

<u>Committee members who resigned during the financial period.</u>	<u>Date of resignation</u>
Debora Bell	August 2020
Jadie Codd	November 2019
Amara Hansford	September 2020
Selina Harvey	November 2019
Fiona Lowrie	November 2019

<u>Current committee members</u>	<u>Date of appointment, election or re-election</u>
Rebecca Rushton (Chair)	November 2019
David Bill (Treasurer)	November 2019
Katalina Bateman (Secretary)	November 2019
Nazma Ahmed	September 2020
Anneen Aucamp	November 2019
Joanne Forder	November 2019
Kinvara Rogers	November 2019
Luke Stringer	November 2019
Richard White	November 2019

The organisation is a charitable company limited by guarantee, incorporated on 25th February 2004 and registered as a charity on 26th March 2004.

The company was established under a memorandum of association which established the objects and powers of the charitable company and is governed under its articles of association.

Trustees give their time voluntarily and receive no benefits from the charity for their work as trustees. Debora Bell has been employed by the preschool in this period for operational work. Debora formally tendered her resignation in December 2019 to the Committee of Trustees, however due to COVID-19, agreed under a revised contract to remain at The Children's Workshop until 31st August 2020. Nicola

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2020

Mackert was formally offered the post of Office Manager at in December 2019 by the Chair and Committee of Trustees and accepted the position.

Volunteers

Our volunteers contribute in many important ways to The Children's Workshop's success and achievements. Volunteers include our Trustees and a variety of students on placement at the Children's Workshop.

Statement of responsibilities of the Trustees

The Trustees (who are also directors of The Children's Workshop for the purposes of company law) are responsible for preparing the Trustees' annual report and the financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements, the trustees are required to:

- Select suitable accounting policies and then apply them consistently
- Observe the methods and principles in the Charities SORP
- Make judgements and estimates that are reasonable and prudent
- State whether applicable UK Accounting Standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in operation

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

In so far as the trustees are aware:

- There is no relevant financial information of which the charitable company's independent examiner is unaware

The Children's Workshop Trustees' Annual Report

For the period ended 31st August 2020

- The trustees have taken all steps that they ought to have taken to make themselves aware of any relevant financial information and to establish that the independent examiner is aware of that information

The trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Members of the charity guarantee to contribute an amount not exceeding £1 to the assets of the charity in the event of winding up. The total number of such guarantees at 31st August 2020 was 561 (2019: 60). The trustees are members of the charity, but this entitles them only to voting rights. The trustees have no beneficial interest in the charity.

The trustees' annual report has been approved by the trustees on 07 December 2020 and signed on their behalf by:



Rebecca Rushton
Chair of Committee of Trustees



David Bill
Treasurer

Independent Examiners Report

To the trustees of The Children's Workshop

Independent Examiner's Report to the Trustees of The Children's Workshop Financial Year Ended 31 August 2020

I report on the accounts of the Registered Charity, number 1102887 and Company Limited by Guarantee, company number 5055356, for the period from 1 September 2019 to 31 August 2020, which are set out on the following pages.

Basis of Independent Examiner's Report

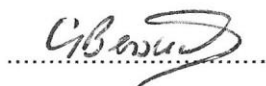
My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items disclosed in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view of the accounts.

Independent Examiner's Statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with section 41 of the Charities Act 1993 (the Act); and
 - to prepare accounts which accord with the accounting records and to comply with accounting requirements of the Act have not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Signed



Name GK BENSTED FCA

Address 19 MEADOWLANDS SEAL SEVENOAKS KENT
TN15 0DM

Date 7/12/20

The Children's Workshop

Statement of financial activities (incorporating an income and expenditure account)

For the period 1 September 2019 to 31 August 2020

		Unrestricted £	Restricted £	Year to 31/08/2020 Total £	Unrestricted £	Restricted £	Period to 31/08/2019 Total £
	Note						
Income from:							
Donations and legacies	2	15,208	12,642	27,850	10,534	541	11,075
Charitable activities	3	169,320	300	169,620	236,394	1,024	237,418
Investment income	4	23	–	23	26	–	26
Total income		184,551	12,942	197,493	246,954	1,565	248,519
Expenditure on:							
Raising funds	5	0	–	0	1,357	–	1,357
Charitable activities Pre-school	5	159,459	12,942	172,401	247,917	2,015	249,932
Total expenditure		159,459	12,942	172,401	249,274	2,015	251,289
Net income / (expenditure) before net gains / (losses) on investments		25,092		25,092	(2,320)	(450)	(2,770)
Net gains / (losses) on investments		–	–	–	–	–	–
Net income / (expenditure) for the year	15	25,092		25,092	(2,320)	(450)	(2,770)
Transfers between funds		–	–	–	–	–	–
Net income / (expenditure) before other recognised gains and losses		25,092		25,092	(2,320)	(450)	(2,770)
Gains / (losses) on revaluation of fixed		–	–	–	–	–	–
Other gains / (losses)		–	–	–	–	–	–
Net movement in funds		25,092		25,092	(2,320)	(450)	(2,770)
Reconciliation of funds:							
Total funds brought forward		192,892	550	193,442	195,212	1,000	196,212
Total funds carried forward		217,984	550	218,534	192,892	550	193,442

All of the above results are derived from continuing activities. There were no other recognised gains or losses other than those stated above. Movements in funds are disclosed in Note 14 to the financial statements.

The Children's Workshop

Balance sheet

As at 31 August 2020

	Note	31/08/2020 £	31/08/2019 £
Fixed assets:			
Tangible assets	8	164,749	175,290
		164,749	175,290
Current assets:			
Debtors	9	–	–
Balance at Bank		88,162	81,975
Cash in hand		–	–
		88,162	81,975
Liabilities:			
Creditors: amounts falling due within one year	10	13,947	34,262
		74,215	47,713
Net current assets / (liabilities)		238,965	223,003
Total assets less current liabilities		20,431	29,561
Creditors: amounts falling due after one year	12		
		218,534	193,442
Net assets excluding pension asset / (liability)		–	–
Defined benefit pension scheme asset / (liability)			
Total net assets / (liabilities)		218,534	193,442
Funds:	14		
Restricted income funds		550	550
Unrestricted income funds:			
Designated funds		135,189	137,263
Revaluation reserve		–	–
Pension reserve		–	–
General funds		82,795	55,629
Non-charitable trading funds		–	–
		217,984	192,892
Total unrestricted funds		218,534	193,442

For the year ending 31 August 2020 the company was entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit of its accounts for the year in question in accordance with section 476.

The directors acknowledge their responsibilities for complying with the requirements of the Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to companies subject to the small companies' regime.

Approved by the trustees on 2nd November 2020 and signed on their behalf by



Rebecca Rushton
Chair



David Bill
Treasurer

The Children's Workshop

Consolidated statement of cash flows

For the period 1 September 2019 to 31 August 2020

	Note	Year to 31/08/2020 £	Period to 31/08/2019 £
Cash flows from operating activities			
Net cash provided by/ (used in) operating activities	15	14,652	34,550
Cash flows from investing activities:			
Dividends, interest and rents from investments	-	-	-
Proceeds from the sale of fixed assets	-	(1,637)	-
Purchase of fixed assets	-	-	-
Proceeds from sale of investments	-	-	-
Purchase of investments	-	-	-
Net cash provided by / (used in) investing activities		-	(1,637)
Cash flows from financing activities:			
Repayments of borrowing	(8,465)	(10,959)	-
Cash inflows from new borrowing	-	-	-
Receipt of endowment	-	-	-
Net cash provided by / (used in) financing activities		(8,465)	(10,959)
Change in cash and cash equivalents in the year		6,187	21,954
Cash and cash equivalents at the beginning of the year		81,975	60,021
Change in cash and cash equivalents due to exchange rate movements		-	-
Cash and cash equivalents at the end of the year		88,162	81,975

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

1 Accounting policies

a) Basis of preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015) - (Charities SORP FRS 102), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006.

Assets and liabilities are initially recognised at historical cost or transaction value unless otherwise stated in the relevant accounting policy or note.

b) Reconciliation with previously Generally Accepted Accounting Practice (GAAP)

In preparing the accounts, the trustees have considered whether in applying the accounting policies required by FRS 102 and the Charities SORP FRS 102 a restatement of comparative items was required. The transition date was 6th April 2014. No restatement of comparative items was required.

c) Public benefit entity

The charitable company meets the definition of a public benefit entity under FRS 102.

d) Going concern

The trustees consider that there are no material uncertainties about the charitable company's ability to continue as a going concern.

The trustees do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

e) Income

Income is recognised when the charity has entitlement to the funds, any performance conditions attached to the income have been met, it is probable that the income will be received and that the amount can be measured reliably.

Income from government and other grants, whether 'capital' grants or 'revenue' grants, is recognised when the charity has entitlement to the funds, any performance conditions attached to the grants have been met, it is probable that the income will be received and the amount can be measured reliably and is not deferred.

Income received in advance of the provision of a specified service is deferred until the criteria for income recognition are met.

f) Donations of gifts, services and facilities

Donated professional services and donated facilities are recognised as income when the charity has control over the item or received the service, any conditions associated with the donation have been met, the receipt of economic benefit from the use by the charity of the item is probable and that economic benefit can be measured reliably. In accordance with the Charities SORP (FRS 102), volunteer time is not recognised so refer to the trustees' annual report for more information about their contribution.

On receipt, donated gifts, professional services and donated facilities are recognised on the basis of the value of the gift to the charity which is the amount the charity would have been willing to pay to obtain services or facilities of equivalent economic benefit on the open market; a corresponding amount is then recognised in expenditure in the period of receipt.

g) Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the charity; this is normally upon notification of the interest paid or payable by the bank.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

1 Accounting policies (continued)

h) Fund accounting

Restricted funds are to be used for specific purposes as laid down by the donor. Expenditure which meets these criteria is charged to the fund.

Unrestricted funds are donations and other incoming resources received or generated for the charitable

Designated funds are unrestricted funds earmarked by the trustees for particular purposes.

i) Expenditure and irrecoverable VAT

Expenditure is recognised once there is a legal or constructive obligation to make a payment to a third party, it is probable that settlement will be required and the amount of the obligation can be measured reliably.

Expenditure is classified under the following activity headings:

- Costs of raising funds relate to the costs incurred by the charitable company in inducing third parties to make voluntary contributions to it, as well as the cost of any activities with a fundraising purpose
- Expenditure on charitable activities includes the costs of running the preschool and its associated support costs
- Other expenditure represents those items not falling into any other heading

Irrecoverable VAT is charged as a cost against the activity for which the expenditure was incurred.

j) Allocation of support costs

Resources expended are allocated to the particular activity where the cost relates directly to that activity.

However, the cost of overall direction and administration of each activity, comprising the salary and overhead costs of the central function, is apportioned on the following basis which are an estimate, based on staff time, of the amount attributable to each activity.

Where information about the aims, objectives and projects of the charity is provided to potential beneficiaries, the costs associated with this publicity are allocated to charitable expenditure.

Where such information about the aims, objectives and projects of the charity is also provided to potential donors, activity costs are apportioned between fundraising and charitable activities on the basis of area of literature occupied by each activity.

● Pre-school	68%
● Support costs	16%
● Governance costs	16%

k) Tangible fixed assets

Tangible fixed assets are capitalised where the purchase price exceeds £1,000. Depreciation costs are allocated to activities on the basis of the use of the related assets in those activities. Assets are reviewed for impairment if circumstances indicate their carrying value may exceed their net realisable value and value in use. The Tangible Fixed Asset on the Balance Sheet represents the new preschool building and computer equipment.

Depreciation is provided at rates calculated to write down the cost of each asset to its estimated residual value over its expected useful life, once the fixed asset has been brought into use. The depreciation rates applied are as follows:

● Modular Building	20 years
● Computers & equipment	3 years

l) Debtors

Trade and other debtors are recognised at the settlement amount due after any trade discount offered.

Prepayments are valued at the amount prepaid net of any trade discounts due.

m) Cash at bank and in hand

Cash at bank and cash in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account. Cash balances exclude any funds held on behalf of service users.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

1 Accounting policies (continued)

n) Creditors and provisions

Creditors and provisions are recognised where the charity has a present obligation resulting from a past event that will probably result in the transfer of funds to a third party and the amount due to settle the obligation can be measured or estimated reliably. Creditors and provisions are normally recognised at their settlement amount after allowing for any trade discounts due.

2 Income from donations and legacies

			Year to 31/08/2020 Total £	Period to 31/08/2019 Total £
	Unrestricted £	Restricted £		
Donations	3,434	–	3,434	4,971
Grants	10,000	12,642	22,642	541
Fundraising events	1,774	–	1,774	5,563
	<u>15,208</u>	<u>12,642</u>	<u>27,850</u>	<u>11,075</u>

3 Income from charitable activities

			Year to 31/08/2020 Total £	Period to 31/08/2019 Total £
	Unrestricted £	Restricted £		
Pre-School Fees	71,220	–	71,220	92,652
Government contributions to fees	96,758	300	97,058	142,511
Contribution to school trips, uniform etc	1,343	–	1,343	2,255
Total income from charitable activities	<u>169,320</u>	<u>300</u>	<u>169,620</u>	<u>237,418</u>

4 Income from investments

			Year to 31/08/2020 Total £	Period to 31/08/2019 Total £
	Unrestricted £	Restricted £		
Bank Interest	23	–	23	26
	<u>23</u>	<u>–</u>	<u>23</u>	<u>26</u>

The Children's Workshop

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

5 Analysis of expenditure

	Cost of raising funds £	Charitable expenditure: Pre-school £	Governance costs £	Support costs £	Year to 31/08/2020 £	Period to 31/08/2019 £
Staff costs (Note 6)	-	101,695	9,339	24,071	135,105	198,820
Equipment	-	1,976	-	-	1,976	2,722
Pre-school Supplies (incl snack)	-	1,247	-	-	1,247	2,128
School activities	-	703	-	-	703	1,973
Recruitment	-	805	-	-	805	-
Rent	-	-	-	-	-	-
Ground Rent	-	4,100	-	-	4,100	2,625
Utilities	-	1,895	-	-	1,895	2,699
Maintenance costs	-	2,721	-	-	2,721	3,077
Cleaning costs	-	1,408	-	-	1,408	1,992
Other premises costs	-	854	-	-	854	1,103
Business Rates	-	335	-	-	335	937
Insurance	-	1,930	-	-	1,930	2,577
Professional costs	-	456	-	-	456	1,962
T-shirts and book bags	-	2,063	-	-	2,063	1,265
Training costs	-	1,504	-	-	1,504	2,348
Fundraising costs	-	-	-	-	-	1,357
Office supplies	-	888	-	-	888	1,877
Depreciation	-	10,539	-	-	10,539	15,214
Phone	-	1,079	-	-	1,079	1,249
Other administration costs	-	-	-	-	-	144
Bank charges	-	121	-	-	121	216
Loan financing - interest	-	2,573	-	-	2,573	4,678
Event costs	-	-	-	-	-	-
Transportation costs	-	98	-	-	98	326
Other	-	-	-	-	-	-
	-	138,991	9,339	24,071	172,401	251,289
Support costs	-	24,071		(24,071)	-	-
Governance costs	-	9,339	(9,339)		-	-
Total expenditure 2020	-	172,401	-	-	172,401	251,289
Total expenditure 2019	1,357	249,932	-	-	251,289	

Of the total expenditure, £159,459 was unrestricted (2019: £249,275) and £12,942 was restricted (2019: £2,015).

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

6 Analysis of staff costs, trustee remuneration and expenses, and the cost of key management personnel

Staff costs were as follows:

	Year to 31/08/2020	Period to 31/08/2019
	£	£
Salaries and wages	126,481	184,943
Redundancy and termination costs	–	–
Social security costs	4,976	10,015
Pension contributions	3,649	3,862
	135,105	198,820

No employee earned more than £60,000 during the year (2019: nil).

The charity trustees were not paid or received any other benefits for their duties as a trustee in the year (2019: £nil). One trustee was employed by the charity during the year. Debora Bell was paid under a contract of employment £27,680 as the preschool manager.

7 Staff numbers

The average number of employees (head count based on number of staff employed) during the year was as follows:

	Year to 31/08/2020	Period to 31/08/2019
	No.	No.
Raising funds	–	–
Pre-school	9.6	11.5
Support	1.8	0.5
Governance	0.6	0.8
	11.9	12.8

8 Tangible fixed assets

	Pre-school building £	Fixtures and fittings £	Computers & equipment £	Total £
Cost				
At the start of the year	203,217	–	2,816	206,033
Additions in year	–	–	–	–
At the end of the year	203,217	–	2,816	206,033
Depreciation				
At the start of the year	29,052	–	1,692	30,745
Charge for the year	9,961	–	578	10,539
At the end of the year	39,013	–	2,271	41,284
Net book value				
At the end of the year	164,204	–	546	164,749
At the start of the year	174,165	–	1,124	175,289

All of the above assets are used for charitable purposes.

The Children's Workshop

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

9 Debtors

	2020 £	2019 £
Trade debtors	-	-
Prepayments	-	-
	-	-
	-	-

10 Creditors: amounts falling due within one year

	2020 £	2019 £
Creditors (loans due within 1 year)	9,130	8,465
Accruals	2,917	4,500
Deferred income	1,900	21,296
	13,947	34,262

11 Deferred income

	2020 £	2019 £
Balance at the beginning of the year	21,296	-
Amount released to income in the year	(21,296)	-
Amount deferred in the year	1,900	21,296
	1,900	21,296

12 Creditors: amounts falling due after one year

	2020 £	2019 £
Bank loans	20,431	29,561
Amounts due under finance leases	-	-
	20,431	29,561

Bank loans totalling £29,561 (2019: £38,026) are secured against the preschool building.

13 Analysis of group net assets between funds

	General unrestricted £	Designated funds £	Restricted funds £	Total funds £
Tangible fixed assets	-	164,749	-	164,749
Net current assets	82,795	(9,130)	550	74,215
Long term liabilities	-	(20,431)	-	(20,431)
	82,795	135,189	550	218,534

The Children's Workshop

Notes to the financial statements

For the period 1 September 2019 to 31 August 2020

14 Movements in funds

	At the start of the year £	Incoming resources & gains £	Outgoing resources & losses £	Transfers £	At the end of the year £
Restricted funds:					
Funding for specific pre-school	550	12,942	(12,942)	-	550
Total restricted funds	550	12,942	(12,942)	-	550
Unrestricted funds:					
<i>Designated funds:</i>					
New pre-school building	137,263	-	-	(2,074)	135,189
Total designated funds	137,263	-	-	(2,074)	135,189
General funds	55,629	184,551	(159,459)	2,074	82,795
Total unrestricted funds	192,892	184,551	(159,459)	-	217,984
Total funds	193,442	197,493	(172,401)	-	218,534

Purposes of restricted funds

Restricted funds have been received towards funding for specific pre-school activities.

Purposes of designated funds

New pre-school building

Funds raised over many years were designated by the Trustees to construct a new purpose-built pre-school building which is now completed. The designated fund now represents the net book value of the charity's fixed assets less the amount owed on the bank loan.

15 Reconciliation of net income / (expenditure) to net cash flow from operating activities

	Year to 31/08/2020 £	Period to 31/08/2019 £
Net income / (expenditure) for the reporting period (as per the statement of financial activities)	25,092	(2,770)
Depreciation charges	10,539	15,213
(Increase)/decrease in debtors	-	811
Increase/(decrease) in creditors	(20,979)	21,296
Net cash provided by / (used in) operating activities	14,652	34,550

	At 1 September 2019 £	Cash flows £	Other changes £	At 31 August 2020 £
16 Analysis of cash and cash equivalents				
Cash in hand	-	-	-	-
Cash at Bank	81,975	6,187	-	88,162
Overdraft facility repayable on demand	-	-	-	-
Total cash and cash equivalents	81,975	6,187	-	88,162

17 Legal status of the charity

The charity is a company limited by guarantee and has no share capital. The liability of each member in the event of winding up is limited to £1.