

Zion Community Pre-School

Charity number 1112170

Trustees Report and Annual Accounts

Year Ended

31 August 2024

**ZION COMMUNITY PRE-SCHOOL**

**Annual accounts for the year ended 31 August 2024**

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## **ZION COMMUNITY PRE-SCHOOL**

### **Report of the Trustees for the year ended 31 August 2024**

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The Committee of Zion Community Preschool present their annual report and audited accounts for the year ended 31 August 2024 and confirm they comply with the requirements of the Charities SORP (FRS 102).

Our Preschool is a non-profit making organisation and registered charity 1112170. The preschool is governed by the Early Years Alliance constitution document. All funds are raised through grants, fees and other fundraising activities and are put back into Pre-school. Our Preschool is run by a parent committee elected each year at the Annual General Meeting. The members of the committee are all volunteers and are parents of children who attend Pre-school. Sessions for children aged 2-5 years run Monday and Friday 9am-12 noon and 9am-3pm on a Tuesday, Wednesday, and Thursday. Parents are regarded as members of our setting who have full participatory rights. These include a right to be valued and respected, informed, consulted, involved, and included at all levels.

#### **OUR AIMS**

We aim, through our Pre-school, to continue providing excellent pre-school education to the children of Frampton Cotterell and the surrounding area. We are based at Zion United Church Hall on Woodend Road. We are a non-domicile setting and we value and welcome everyone regardless of age, sex, race, or cultural background.

#### **OUR OBJECTIVES**

Our objectives are to ensure the Preschool provides a safe, secure, and stimulating environment for all children and their parents/carers. We provide a high standard of care and treat all our children as individuals, encouraging and developing children's learning through independent play and group activities. We provide a wide range of stimulating play equipment and activities appropriate to the age of the children and stage of learning and structure all our activities around the Early Years Foundation stage (EYFS) framework. For young children it is important that they are made to feel safe and secure in their surroundings, this is aided by having a 'Key Worker' within the setting who will get to know parent and child well and build a positive relationship with both.

#### **REVIEW OF ACTIVITIES AND ACHIEVEMENTS**

As a committee member, we put full commitment and support in the smooth running of the Preschool and maintaining an excellent relationship with the staff members and parents. We usually have committee meetings in every six to eight weeks in a year. We invite staff members and parents to join the meetings to maintain a good communication system and transparency.

The activities and achievement of the year are:

- Staff experiencing a second OFSTED inspection under the current lead and receiving a 'Good'
- Reviewed policies and practices ranging from safeguarding, health & safety, risk assessments and fees policies etc.
- Developing recently implemented schemes such as woodworking, forest school and children's library.
- Maintaining financial solvency mainly through a large increase of children attending the pre school.

- Further improved relationships with parents/guardians through increased number of effective communication lines. This has included more regular key worker meetings to discuss the children's progress.
- Utilised South Glos council setting support officer to support staff to help ensure practice is meeting OFSTED guidelines.
- Continue to utilise local providers to assist in children's learning through theatre, ballet and sporting groups.
- Successfully kept together a strong and cohesive committee with varied skills and experience to help assist the improvement of the pre school and its practices.
- Promoting a healthy environment through schemes such as teaching children about healthy eating and their bodies.
- Improve links with other community groups around the village. This has included participation in the village scarecrow trail as well as the Winterbourne Down May day festivities.



## **FUTURE PLAN**

Since receiving a 'Good' OFSTED rating in the pre-school's recent inspection, the committee plan to maintain the standards recognised by OFSTED. This will be facilitated by a desire for constant improvement to childcare provision through new initiatives and efficient and effective processes and policies.

The committee also plan to ensure financial stability against the backdrop of rising costs, whilst providing as much funds as possible to assist the lead and her staff in maintaining the standards that have been set in the preceding year. We plan to continue increasing the number of children on roll to facilitate this.

To further our knowledge of good practice between staff, committee, pre school lead and parents alike to ensure the childcare provision consistently runs smoothly and effectively.

To further our activities both within and outside the pre school, we plan to support children's learning through outside trips, cooking sessions to assist with mathematics and provide more tasks linked to events throughout the year.

To reach out to the local community so they become interested in the workings of the pre school. It is hoped that people will then be more inclined to become involved in fundraising events and maybe even future committee membership.

## **PRESCHOOL LOGISTICS**

### **Staffing Ratios**

At Zion Community Pre-school we operate above the legal requirement for staffing ratios. The main pre-school sessions operate on at least a 1:6 ratio, therefore on a full session of 24 children there will be four members of staff (the legal requirement is 1:8). The maximum number of children we can take in one session is 24. Our minimum staffing level is 3 per session regardless of the number of children therefore on a quiet day with only 12 children we may have a ratio of 1:4.

### **Key Workers**

All the children at Zion Community Pre-school are supported in developing their potential at their own pace. Our Key Worker system enables us to meet the needs of each individual child. When starting at Pre-school, every child will be allocated a specific member of staff as their Key worker who will ensure that his/her needs are recognised within Pre-school. The Key worker will also continue to monitor his/her development and progress towards the Early Learning Goals, through observations and a Learning Diary (a collection of typed and photographic evidence through Tapestry online children's development app)

### **Settling in at Pre-school**

A happy introduction to Pre-school is very important. The Pre-school Leader will arrange a visit prior to the child starting so that they can meet the staff and see the Pre-school in action. We will then work with you to make sure the child feels confident and secure in the group, during a settling in period. This can take longer for some children than others and they should not worry if your child takes a while to settle. Parents are welcome to stay for as long as their child needs them.

### **Snacks and Drinks**

Children are asked to bring in their own water bottles. We operate a rolling snack system where children are encouraged to prepare their own snack. This is carried out over a non determined time within the morning session where children have snack around their morning activities. The pre-school encourages children to make decisions and encourages independence by allowing children to choose when they want to have a snack. Children are also offered milk during snack time. We can accommodate children with special dietary requirements and the member of staff or adult helper supervising the snack bar can ensure children with allergies do not pick an unsuitable item. Parents are asked about any dietary needs and allergies, these are asked to be clearly stated on the child's registration form.

Parents are asked to provide a shared snack to bring into pre school each time their child attends, this gives all children the importance of learning to share as well as developing PSE skills.

All children are then offered an additional snack on top which the pre school provides, this ranges from toast to cereal to yoghurts etc. This provides all children with the opportunity to try new foods and textures they may have not tasted before.

Snack time also offers the children time to talk to others about experiences from home to develop their language skills. Children are also offered a cup which they are required to fill to a measure line with milk. This encourages them to develop their maths skills. Pouring their own drinks also assists with their physical skills.

### **Typical Pre-school Day**

Pre-school provides a safe, happy, and stimulating environment where children can learn through play, enjoying the company of other children and meeting adults from outside their family. They may choose from a wide range of activities to enable them to develop at their own pace, grow in self-confidence and gain independence in readiness for the time ahead at Primary School. At the start of each session children are asked to say goodbye to their parents at the front door and are encouraged to walk into the pre school room.

Children are then encouraged to place their lunch boxes, shared snack and water bottles into the boxes provided outside the pre-school before entering the room where they are asked to hang up their coats on the trolley provided.

The children then find their name card on the table and post their name into the post box. All children are then welcome to explore the activities within the pre-school.

The morning then starts with a period of free play where a number of different activities will be available for the children. The second half of the session will normally include some structured group activities such as singing, dancing, group games and reading. These activities may involve the whole group or smaller groups. During the session children also have the opportunity to play outdoors in the garden. At the end of the session the children gather together as a group to put their coats on and wait to be collected.



### **Pre-school Activities**

All our pre-school activities relate to the seven areas of learning required by the Early Years Foundation Stage (EYFS). Our activities carried out during the year are detailed below.

#### **Markmaking Area**

Whilst the children play at the markmaking table they develop their literacy skills as well as their personal, social and emotional skills. Children use a variety of tools such as pens, pencils, felt tips and a selection of crayons to draw and make their own pictures. Children are now able to display their work with staff and others on the 'what we did at pre school today' board to help inspire confidence, language and building relationships with others.

#### **Sand & Water**

These activities are always available for the children to access. Through sand and water play children are able to learn and develop mathematical skills such as volume, shapes, pouring and emptying. They can also express themselves through the different textures that are provided such as wet/dry, cold/hot and smooth/rough. This activity is also useful to assist in children's understanding of the world and their surroundings, such as learning about deserts, making tracks with toy cars and the composition of a beach.

#### **Book Area**

Children love books. At Pre-school we provide a quiet area where the children are able to access a wide variety of books. These can be fiction and non fiction books which also apply to varied age ranges. The book corner is used for quieter periods and especially helps children who have a quieter personality or just enjoy reading. Every year we celebrate National World Book Day and we also invite a number of visitors from the local community to come in and read stories.

The pre school have also introduced a library system for all children to access non fiction, fiction and cookery sacks. This helps improve the children's literacy skills and also provides a link from pre school to home to encourage parents to read with their children.

There has also been the introduction of a reward chart for using the library. Children receive a sticker every time they return a book and replace it with another. When a certain number of books have been read the child receives a certificate and a small treat.

#### **Music**

We offer opportunities for children to share in the enjoyment of singing, movement and reciting rhymes. Every-day sounds are a vital part of the young child's world and he/she is encouraged to explore sounds, to listen and to experiment. We currently employ the services of an outside music group called Jo Jingles. This helps the children develop their language and listening skills whilst also improving their confidence.

#### **Garden Area**

Children are able to access our outdoor area throughout the day to assist with their learning of the environment. The garden area offers a variety of activities including a music board, digging area, mud kitchen, sensory area, see saw, climbing frames/slides, bikes and scooters. Children

can also enjoy a markmaking area, outside book corner, playhouses and mathematical activities such as stepping stones and puzzles. These activities encourage children to enhance mainly their physical skills whilst also helping their learning in all areas of the early years foundation stage.

### **Role Play Area**

This is an area set aside in Pre-school for children to act out imaginary situations based on real life, so they can explore and begin to understand new emotions and have some insight into other peoples' feelings and behaviour. Various props and items of furniture, together with dressing-up clothes of the right size, are arranged here.

### **Information Technology**

Information Technology is becoming a bigger part of everyday life. We use Information Technology in a variety of ways i.e., washing machine, microwave, kettle, and toaster. We already have an extensive range of equipment in our role play area. We also have laptop computers for use during the session.

### **Physical Development**

The pre school have introduced new activities to enhance children's physical development. An outside group called Sporting Chance visit termly to provide an introduction to a number of different sporting activities. Whilst this encourages physical movement it also helps with the children's PSE skills by working together as a team. Other groups such as Ballet have also helped to develop the children's physical skills by using different parts of their bodies in different ways.

Whilst participating in these sporting sessions the pre-school has encouraged children to dress appropriately for physical activity. This includes changing into PE kit and back into their clothes they were previously wearing after the session. It is hoped this will prepare the children for PE in their upcoming primary school.

### **Woodworking & Forest School**

Children regularly take part in forest school and woodworking sessions. They are able to safely use tools such as saw's, hammers, nails etc in order to develop their physical motor skills.

Forest school assists in ensuring children have an appreciation of the natural world and their immediate environment. This is facilitated through activities such as making bird feeders and crafting mud faces.

### **Show & Tell**

Children take turns to bring in something important or treasured from home for our daily show & tell session. This encourages children to develop their language and gain confidence to talk in front of a group of people.

### **Other Activities**

Every child gets the chance to take home the pre schools soft toy mascot 'Zion Lion' and his diary to document their adventures together. This helps with language, understanding of the world and expressing art and design amongst other areas of learning.

Children take part in regular cookery activities developing their mathematical skills such as weighing ingredients. This also assists in learning surrounding healthy eating.



**Report of the Trustees for the year ended 31 August 2024 (continued)**

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The children are also involved in risk assessments to enhance their knowledge and understanding of the safety of their immediate environment. For example, children are encouraged to assess the garden for dangers before going outside to play.

Recycling and care for the environment is also encouraged through asking children to sort plastics, cardboard etc and ensuring children understand how to dispose of food waste correctly.

The pre-school has also had visits from outside organisation's such as Creature Comforts who provide children with the opportunity to meet and hold a wide variety of different animals. This assists in providing them with understanding of the world by encountering animals they wouldn't usually see.

Outside visits also help with understanding the environment around the children. Visits have included trips to the park to collect leaves and conker's to celebrate autumn and a visit to the local church to sing songs, listen to a story and watch as a candle was lit.

Children are also given the opportunity to take part and learn about festivals and important cultural events throughout the year that are celebrated in various different parts of the world. Some of these include, Lunar New Year, Shrove Tuesday, Diwali, Christmas, beach days etc. This helps to aid children's understanding of different cultures and religions.

We also use Nature and Interest Tables that will help them form ideas about the world around them such as learning about the growth of tadpoles and watching them grow into frogs. Children gain in skills and understanding through their play sessions especially when they are able to share their enjoyment with adults and to talk about their discoveries. At Pre-school, children are not taught but learn at their own pace, in their own time.

### **How Parents Take Part in The Setting**

Our setting recognises parents as the first and most important educators of their children. All the staff see themselves as partners with parents in providing care and education for their child. There are many ways in which parents take part in making the setting a welcoming and stimulating place for children and parents. By exchanging knowledge about their children's needs, activities, interests and progress with the staff, by sharing their own special interests with the children and helping to provide, make and look after the equipment and materials used in the children's play activities. Parents can also take part by being part of the management of the setting and by taking part in events and informal discussions about the activities and curriculum provided by the setting.

Parents have been involved in different organised activities this year to help raise awareness and funds for the pre school. This has included helping with various cake sales. We also encouraged parents and children to raise funds for the pre school through our annual sponsored scoot/obstacle event's.

### **Communication**

Good communication between Pre-school staff and parents is very important. All members of staff are always available before and after the Pre-school session to talk when required. A newsletter is sent out to parents/guardians termly. In addition, each child has a tapestry account used to record the individuals development. Parents are able to access this and add their own evidence of the child's progress. On the front door of the Pre-School we also have important notices where updates and reminders are displayed,

as well as the termly newsletter. We also used online communication through email, facebook and preschool website.

Keyworker meetings with parents also assist in keeping communication open with parents and ensuring development of all children's learning.

### **The Pre-school Curriculum**

#### **Learning through play**

Our setting uses the Early Years Foundation Stage to plan and provide a range of play activities. This helps children to make progress in each of the areas of learning and development. In some of these activities' children decide how they will use the activity, and, in others, an adult takes the lead.

#### **The Early Years Foundation Stage – Children's Development and Learning**

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. We strictly follow the standards provided by the EYFS. We are inspected by Ofsted and achieved a GOOD Ofsted rating.

### **OUR FINANCES**

The major source of income is from Grant Funding provided by the South Gloucestershire Council which is 80.8% of the total income. A further 17.0% of income came from private fees. The remaining 2.2% of income arrived through fundraising. This was a decrease in overall income of £1,386 compared to the previous year.

Expenditure totaled £78,622 for the year. The majority of this was spent on staff wages and pension costs which accounted for 83.6% of the total expenditure. The remaining 16.3% of the total expenditure goes to rent, tax, NI, Insurance, facilitating the improvement of childcare provision etc.

The financial statement of Zion Preschool shows a surplus for the year ended 31<sup>st</sup> August 2024 of £6,054.

#### **Reserves and Financial Health**

The Committee regularly review the finances, budgets and spend against budget together with the head of the staff in the meetings as part of the effective stewardship of the Preschool.

The closing balances for the year ending 31st August 2024 were, £12,449 in the business current account and the savings account had a closing balance of £5,145.

The Committee consider that the preschool has had a challenging year financially. Although the surplus suggests otherwise, the figures have been skewed by the arrival of a large grant payment for next year at the end of August. This payment usually arrives in September hence documented in next year's accounts. This will affect next year's accounts negatively.



**Report of the Trustees for the year ended 31 August 2024 (continued)**

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At the start of the year the pre-school experienced an unexpected exodus of children enrolled in the setting. This took several months to increase the number of children enrolled to the required amount. As we now arrive at the end of the academic year the numbers are greatly increased and many more are enrolled for future academic years, therefore the committee considers that the finances should not be affected to post a loss in the 24-25 academic year.

Fundraising will also assist wherever possible to provide extra income into the organisation.

**COMMITTEE MEMBER AND CHARITY TRUSTEES**

The committee members are the charity trustees of Zion Community Preschool. Zion Community Pre-school belongs to the families that use it. A parent management committee

– whose members are elected by the parents of the children who attend the setting – manages the setting. The elections take place at our Annual General Meeting. The committee is responsible for managing the settings finances, employing, and managing the staff, making sure that the setting has and works to the policies that help it to provide a quality service and to make sure that the setting works in partnership with the children's parents. The Annual General Meeting is open to the parents of all the children who attend the setting. It is our shared forum for looking back over the previous year's activities and shaping the coming years plans. The committee consists of Chairperson, Treasurer, Secretary and three other committee members whose work as fundraising team elected this year at the Annual General Meeting.

Names of Committee members for the year ended 31 August 2024 are as follows:

1. Eloise Williams (Chairperson from 01 September 2023)
2. Richard Glanville (Treasurer from 01 September 2021)
3. Charlotte Stone-Sharpe (Secretary from 20 Nov 2020)
4. Rob Vowels (Fundraising from 01 September 2023)
5. Blaze Hussey (Fundraising from 01 September 2023)
6. Rhian Thomas (Fundraising from 01 September 2023)

**Preschool Leader:** Victoria Glanville

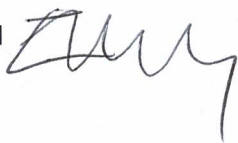
**CONTACT DETAILS**

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**Website:** [www.zionpreschool.co.uk](http://www.zionpreschool.co.uk)

Signed



Current Chairperson

ELOISE WILLIAMS

Date

18/06/25

Signed



Current Treasurer

RICHARD GLANVILLE

Date

18/06/25



**Report to the Trustees of Zion Community Pre-School.**

I report on the accounts of the charity for the year ended 31 August 2024 which are set out on pages 11 to 15.

*Respective responsibilities of the trustees and examiner*

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention.

*Basis of independent examiner's statement*

My examination was carried out in accordance with general directions given by the Charity Commission. 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 or disclosures 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 no opinion is given as to whether the accounts present a 'true and fair' view, and the report is limited to those matters set out in the statement below.

*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 130 of the Charities Act; and
  - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave 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.

Evans Entwistle  
Venta House  
9A Port Road  
Newport  
NP20 2NS

Date: 24 April 2025

# ZION COMMUNITY PRE-SCHOOL

## Statement of financial activities for the year ended 31 August 2024

	Note	Total 2024 £	Total 2023 £
<u>Incoming resources</u>	3		
Investment income		78	28
Grant and voluntary income		70,188	71,865
Incoming resources from charitable activities		14,411	14,170
<b>Total incoming resources</b>	<b>7</b>	<b><u>84,677</u></b>	<b><u>86,063</u></b>
 <u>Resources expended</u>	 4		
Charitable activities		78,622	82,332
<b>Total resources expended</b>	<b>7</b>	<b><u>78,622</u></b>	<b><u>82,332</u></b>
 <b>Net incoming/(outgoing) resources</b>		 <b>6,054</b>	 <b>3,731</b>
Funds brought forward		10,845	7,113
 <b>Funds carried forward</b>		 <b><u>16,899</u></b>	 <b><u>10,845</u></b>

All amounts related to continuing activities.

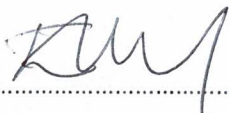
All gains and losses recognised during the period are included above.

The notes on pages 12 to 14 form part of these accounts

# ZION COMMUNITY PRE-SCHOOL


Balance sheet as at 31 August 2024

	Note	Total 2024 £	Total 2023 £
Current assets			
Cash at bank and in hand		17,593	12,035
		<u>17,593</u>	<u>12,035</u>
Creditors: amounts falling due within one year	6	(694)	(1,189)
<b>Net current assets</b>		<u>16,899</u>	<u>10,845</u>
<b>Net assets</b>		<u>16,899</u>	<u>10,845</u>
Financed by:			
Funds of the charity	7		
Unrestricted funds			
General funds		16,899	10,845
		<u>16,899</u>	<u>10,845</u>

  
 Name: ELOISE WILLIAMS

Position: Current Chair

Date: 18/06/25

  
 Name: RICHARD GLANVILLE

Position: Current Treasurer

18/06/25

The notes on pages 12 to 14 form part of these accounts



**1. Basis of preparation**

These accounts have been prepared on the basis of historic cost in accordance with the Statement of Recommended Practice (Charities SORP (FRS 102)), applicable accounting standards and the Charities Act 2011. There has been no change to the accounting policies since last year. The format of the SoFA balance sheet takes advantage of the small charity concessions set out in the SORP.

**2. Accounting policies**

*Incoming resources*

Incoming resources are included in the Statement of Financial Activities (SoFA) when: (i) the charity becomes entitled to the resources; (ii) the trustees are virtually certain they will receive the resources; and (iii) the monetary value can be measured with sufficient reliability.

Where incoming resources have related expenditure (as with fundraising or contract income) the incoming resources and related expenditure are reported gross in the SoFA.

Grants and donations are only included in the SoFA when the charity has unconditional entitlement to the resources.

Gifts in kind are accounted for at a reasonable estimate of their value to the charity or the amount actually realised.

Donated services are only included in incoming resources (with an equivalent amount in resources expended) where the benefit to the charity is reasonably quantifiable, measurable and material. The value placed on these resources is the estimated value to the charity of the service or facility received.

The value of any volunteer help received is not included in the accounts but is described in the trustees' annual report.

Investment income is included in the accounts when receivable.

*Expenditure and liabilities*

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to pay out resources.

Governance costs include costs of the preparation and examination of statutory accounts, the costs of trustee meetings and cost of any legal advice to trustees on governance or constitutional matters.

**3. Analysis of incoming resources**

	<b>2024</b>	<b>2023</b>
	<b>£</b>	<b>£</b>
<u>Grant and voluntary income</u>		
Grant income	68,296	71,292
Donations	1,895	573
	<u>70,188</u>	<u>71,865</u>

	<b>2024</b>	<b>2023</b>
	<b>£</b>	<b>£</b>
<u>Incoming resources from charitable activities</u>		
Fees	14,411	14,170
	<u>14,411</u>	<u>14,170</u>

**4. Analysis of resources expended**

	<b>2024</b>	<b>2023</b>
	<b>£</b>	<b>£</b>
<u>Charitable activities</u>		
Salaries	63,906	68,380
Pension	1,833	2,035
Accountancy fees	352	1,008
Equipment expensed	736	-
Legal and professional fees	1,068	490
Freelancers	380	1,250
Educational supplies	1,390	1,707
Insurance	750	686
Rent	6,657	6,136
Stationery and printing	374	-
Subscriptions	0	50
Sundry expenses	392	496
Training	108	93
	<u>78,622</u>	<u>82,332</u>

**5. Staff costs**

	<b>2024</b>	<b>2023</b>
	<b>£</b>	<b>£</b>
Gross wages, salaries and benefits in kind	63,906	68,380
Pension	1,833	2,035
	<u>65,740</u>	<u>70,415</u>

Average number of full-time equivalent employees in the year

	2024 No	2023 No
Charitable activities	6	6
Total	<u>6</u>	<u>6</u>

**6. Creditors: amounts falling due within one year**

	2024 £	2023 £
PAYE & NIC	294	363
Other creditors	400	827
	<u>694</u>	<u>2,761</u>

**7. Statement of funds**

	B/fwd £	Incoming resources £	Outgoing resources £	C/fwd £
General fund	10,845	84,677	(78,622)	16,899
	<u>10,845</u>	<u>84,677</u>	<u>(78,622)</u>	<u>16,899</u>
<b>Total funds</b>	<u>10,845</u>	<u>84,677</u>	<u>(78,622)</u>	<u>16,899</u>

**Unrestricted funds**

Fund name	Type	Purpose
General fund	General	Day to day expenditure in the running of the charity for the charitable objectives.