



Trustees' Annual Report for the period

From	Period start date			To	Period end date		
	01	09	2019		31	08	2020

Section A Reference and administration details

Charity name St George's Pre-school (Taunton)

Other names charity is known by

Registered charity number (if any) 1154534

Charity's principal address C/o St George's Catholic School

The Mount

Taunton

Postcode

TA1 3NR

Names of the charity trustees who manage the charity

	Trustee name	Office (if any)	Dates acted if not for whole year	Name of person (or body) entitled to appoint trustee (if any)
1	Mark Braund	Chair		
2	Sonia Gordge	Treasurer		
3	Helen Mac Connell	Secretary		
4	Amanda Weetch			
5	Peter Hanratty			
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Names of the trustees for the charity, if any, (for example, any custodian trustees)

Name	Dates acted if not for whole year

Names and addresses of advisers (Optional information)

Type of adviser	Name	Address

Name of chief executive or names of senior staff members (Optional information)

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Section B Structure, governance and management

Description of the charity's trusts

Type of governing document (eg. trust deed, constitution)	'Foundation' Model Constitution
How the charity is constituted (eg. trust, association, company)	Charitable Incorporated Organisation
Trustee selection methods (eg. appointed by, elected by)	<p>Apart from the first charity trustees, every appointed trustee must be appointed for a term of three years by a resolution passed at a properly convened meeting of the charity trustees. In selecting individuals for the appointment as appointed charity trustees, the charity trustees must have regard to the skills, knowledge and experience needed for the effective administration of the CIO.</p> <p>The Headteacher of St George's Catholic School, Taunton shall automatically ("ex-officio") be a charity trustee, for as long as he or she holds that office.</p>

Additional governance issues (Optional information)

You **may choose** to include additional information, where relevant, about:

- policies and procedures adopted for the induction and training of trustees;
- the charity's organisational structure and any wider network with which the charity works;
- relationship with any related parties;
- trustees' consideration of major risks and the system and procedures to manage them.

St George's Pre-school (Taunton) operates with a full set of policies and procedures, operational documents and appropriate formats and systems to ensure compliance with the EYFS Statutory Framework and to safeguard the children attending the pre-school.

We have close links with St George's Catholic School community and utilise their facilities to further develop the education we provide for the children at our Pre-school.

Section C Objectives and activities

Summary of the objects of the charity set out in its governing document

To advance the education of the pupils at St George's Pre-school (Taunton) by providing and assisting in the provision of facilities for education at the Pre-school.

Summary of the main activities undertaken for the public benefit in relation to these objects (include within this section the statutory declaration that trustees have had regard to the guidance issued by the Charity Commission on public benefit)

In managing St George's Pre-school (Taunton) the trustees have kept in mind the Charity Commission's guidance on public benefit.

The Pre-school has now been fully operational for six and a half years. We provide quality care facilities for children from the local community from age 2 years to statutory school age by offering appropriate education and care facilities. The facilities provided help the children develop important social and educational skills appropriate to their age. These lay the foundations for their transition to primary school and help them to be responsible members of our local community.

The Pre-school is entirely inclusive. We welcome all children whatever their ability, culture, religion or social background. We work hard to find out about each child's individual needs. A large percentage of the children who attend the Pre-school are EAL. We have sought the advice of support agencies to ensure we are enabling all children to gain maximum benefit from the education we provide. These agencies include support workers from various cultural backgrounds to support our EAL children and our Area SENCO to assist with the monitoring of children with additional needs.

Staff have also undertaken several training courses to ensure that all aspects of the provision we provide is of the highest quality and caters for every child's needs.

At the Pre-school parents are charged fees for the services that are provided for their children. These are fair and competitively priced and are reviewed regularly. Our aim is to offer a high quality, safe and stimulating environment that provides a service that is good value for money. The Pre-school is accessible to all children regardless of family income and the trustees will always do their best to secure funding for all eligible children. Fees are subsidised by Early Years Entitlement funding for 3 and 4 year olds. We also receive funding from the 30 hours funding scheme. Extra government grants may be available to families on low incomes who receive benefits, and the trustees make sure families are aware of these. If there are cases of family hardship which are not covered by government grants the trustees will always invite parents to apply, in confidence, for help with the payment of fees. Such requests are considered sympathetically. We feel that no child should miss out because of family poverty. Early Year's Pupil Premium came into effect in April 2015. Forms to apply for this funding have been included in all registration packs given out to potential parents from April 2015.

During the last year we have provided employment for five permanent members of staff and supply work for two individuals and cleaning work for another. We employ an apprentice.

Additional details of objectives and activities (Optional information)

You **may choose** to include further statements, where relevant, about:

- policy on grantmaking;
- policy programme related investment;
- contribution made by volunteers.

Section D

Achievements and performance

Section D

Achievements and performance

Summary of the main achievements of the charity during the year

The academic year 2019-2020 has been a challenging year due to the Covid pandemic.

The start of the year was busy as we welcomed a lot of new children and their families. Olivia Ely joined the staff team as one to one support for a particular child and to provide much needed cover support. For most of the year we have had 41 children on the register.

Ellie Hendy, our apprentice has proved to be a valuable addition to the staff team. She has completed her Level 2 qualification and now started her Advanced Level 3 Apprenticeship for the Early Years Workforce.

A new registration system, "Connect", was introduced at the beginning of the Autumn term, and has proved to be very helpful. Entering the information proved to be time consuming but, once inputted, meant that the invoices are easier to deal with and registration is much more efficient.

A new planning framework was also introduced at the beginning of the year and is proving to be very successful. Staff are using "In the Moment Planning" in accordance with Anna Ephgrave's methods in her book "Planning in The Moment with Young Children". The children and parents have been positive about the changes and staff have noticed that it has been beneficial to the progress all children have made in child-initiated play. We have also seen increased progress with EAL boys. Two of our staff members attended training at Chard NNI on 'In the Moment Planning' and our Manager has made a follow up visit to see their setting in action and discuss different styles of implementation.

A new Ofsted Education Inspection Framework came into place at the beginning of the year. We are constantly checking our practices to ensure we are meeting the requirements of the framework. We started using peer to peer observations as a reflection tool to improve our practice and professional development. This is an important part of the new Ofsted inspection process. Pupil Premium children have been a focus and there are individual records of resources that have been purchased specifically for them, what we are hoping to achieve, (intent), how we plan to achieve this (Implementation) and how our plans are working (Impact). This complies with Ofsted's three "I"s in the new EIF.

Our children took part in Outdoor Classroom Day during the Autumn term and we continued to use the forest area weekly. The Little Big Dance project also took place, and the children had a session with Indian dancers.

In December, the children took part in Christmas Jumper Day in aid of Save The Children. Their parents joined us for a short sing along and a Christmas party was enjoyed by all.

In terms of staff CPD, in the Autumn term we worked together with The Early Years Hub and School reception teachers from the area. These meetings were helpful in providing information on moderating the development levels from pre-schools to reception class.

We continued to routinely work with a number of professionals, both internal and external from all areas of early childcare and education. These included:

- Area SENCo (3 children)

- Paediatrician (4 children)
- Speech and Language Therapist (6 children)
- Health Visitor (7 children)
- MAISEY (2 children)
- DA Languages (9 children)
- Diversity Voice (11 children)
- Child Protection (2 children)
- Occupational Therapist (3 Children)

It is always a priority to encourage and support the development of all members of staff, therefore a strong emphasis is placed on CPD. Below is a list of training which has contributed to improvement, reflection and self-evaluation for the whole setting. A proportion of this training cycle was a direct result of identifying needs within the setting to help narrow the gap for all our children.

We purchased a training bundle from 'Red Rock' training company. This gave staff access to over 40 mandatory and best practice online courses for the year. These courses were also available to our trustees.

Training courses completed:

- SENCo workshops - relevant information and training is shared with all staff to enhance the provision for children with SEND. Updating our knowledge and introducing new practices raises attainment and achievement and accelerates progress, evidence of this can be seen in individual children's files.
- Early Years Community Hub - an opportunity for early years practitioners to meet in their local area to share best practice, gain access to practical workshop activities and update on local information.
- Managers' Cluster Meeting - an opportunity for all senior staff with a management role, including setting owners, to hear about local and national issues that may impact on our settings.
- Somerset Providers' Meeting - a partnership event, discussing local and national policies including recent and relevant case studies, advantageous workshops and networking with other professionals.
- Safeguarding Children Refresher Update - complying with legislation.
- Introduction to SEND
- Focus on SEND
- Attachment in the Early Years
- Exploring Educational Leadership
- Listening to young children: supporting transition.

New resources were purchased. These included a new office chair, a small sofa for the home corner and heat retaining blinds for the back door.

The start of the Spring Term saw our Deputy Manager moving to a new job. The staffing structure was reviewed as a result of this, and the Deputy Manager role ceased to exist. Instead, we now have our 'Leader of Learning' who deputises in the Manager's absence. We also took on an admin assistant to help our Manager in the office.

In the Moment Planning continued to be successful. After trialling it for the Autumn term the staff used the parts they feel work well. A combination of planned and spontaneous activities seemed to be the best approach. The weekly focus child worked well and has cut down on the time spend on observations. Staff are using the vocabulary contained in the OFSTED inspection documents when recording and are now confident with knowing how and when to interact with children during their play, guided by Julie Fisher's "Interacting not Interfering" ethos.

Sadly, due to the Covid pandemic, and staff circumstances and vulnerability, the Pre-school had to close on Friday 20th March and remained closed for 10 weeks, including Easter and Spring bank holidays. All staff worked from home supporting the children through the online Tapestry system. It was not possible to carry on with 'In the Moment' planning during this period and the setting had to return to adult initiated activities via Tapestry. Feedback and interaction was very positive during this time. Trustees were updated by weekly reports during this period. The setting continued to receive 30 hours funding during this period meaning that we were able to pay staff salaries from this fund rather than the contingency fund.

During lockdown we continued to work online via Zoom, Teams, etc with early years stakeholders, especially those involved with our LAC and SEND. Our Leader of Learning completed online and telephone meetings with reception teachers for those children moving on to primary school in September.

Following a change in the government guidelines we reopened the Pre-School on 1st June and all children were invited to return. Supporting documentation was produced including guidelines for parents and an interim Covid19 Policy.

Resources purchased during the Summer Term included three new iPads and a new upgraded Wi-Fi package.

Twenty-eight children left at the end of the Summer Term for various reception classes. Also, staff member Nikita Stevens, left temporarily to start her maternity leave and await the birth of her baby. Our cleaner handed in her notice and left at May half term. We now employ one of the school cleaners who cleans the pre-school each evening between 6.00-7.00pm.

We have enjoyed watching our Pre-school, and the children we care for, grow and develop over this particularly challenging academic year.

Section E

Financial review

Brief statement of the charity's policy on reserves

The Pre-school aims to maintain a reserve fund of approximately £50,000 which is an adequate amount to cover our normal operational costs for at least 6 months. This will allow us to meet staff notice and redundancy costs if ever needed. It will also put us in a better position to absorb any unexpected fluctuations in income. For example decreases in child numbers. The Pre-school's reserves are currently £50,000, which is our target level. The plan for the following year is to build on this reserve to cover future repairs and eventual replacement of the pre-fabricated building.

Details of any funds materially in deficit

Not applicable

Further financial review details (Optional information)

You **may choose** to include additional information, where relevant about:

- the charity's principal sources of funds (including any fundraising);
- how expenditure has supported the key objectives of the charity;
- investment policy and objectives including any ethical investment policy adopted.

The Pre-school's principle sources of funding during the 2019/2020 financial year were as follows:

Early Years Entitlement grant for children attending the Pre-school - £110500

Fees from parents - £25282

During 2019/2020 our greatest expenditures

have been our staff salaries £84736

£4510 has been spent on consumables and other resources necessary for the running of the Pre-school.

£599 has been spent on training course fees.

£1325 has been spent on insurance.

Section F

Other optional information

Section G

Declaration

The trustees declare that they have approved the trustees' report above.

Signed on behalf of the charity's trustees

Signature(s)

Full name(s)

Position (eg Secretary, Chair, etc)

Date

ST GEORGE'S PRE-SCHOOL TAUNTON
TRUSTEES ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020

**ST GEORGE'S PRE-SCHOOL TAUNTON
TRUSTEES ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

	2020		Year Ended 31 August 2019
	£	£	£
Income and Expenditure Account			
Income			
Grants	1,000		650
EY Funding	110,500		88,029
Fees	25,282		13,413
Other	119		103
Total Income		136,901	102,195
Expenditure			
Staffing Costs			
Salaries and national insurance	82,316	77,163	
Payroll	607	805	
Training	599	282	
NEST Pensions	1,813	1,627	
Other	-	55	
		(85,335)	(79,932)
Premises costs	18,714	2,323	
Equipment costs	-	918	
Office costs	3,278	2,775	
Bank Charges	173	168	
Resources and consumables	4,510	2,305	
		(26,675)	(8,489)
Total Expenditure		(112,010)	88,421
Excess of income over expenditure for the year		24,891	13,774
Excess of income over expenditure b/fwd		77,723	63,949
Excess of income over expenditure c/fwd		102,614	77,723

**ST GEORGE'S PRE-SCHOOL TAUNTON
TRUSTEES ACCOUNTS
FOR THE YEAR ENDED 31 AUGUST 2020**

Represented by:

Cash at bank: Lloyds TSB Bank

£102,614

I have independently examined the above accounts which have been prepared from and accord with the accounting records. In my opinion the accounts reflect accurately the state of affairs at 31 August 2020 and the excess of income over expenditure for the year ended on that date.

In my opinion no matter has come to my attention which needs to be highlighted in order to enable a proper understanding of the accounts.

.....
Honorary Independent Examiner

.....08.06.2021.....
Date