BOZEA T COMMUNITY PRIMARY SCHOOL

Planning Application to erect a Modular Building together with associated landscaping and paving at:

Bozeat Community Primary School
Harrold Road
Bozeat
Wellingborough
NN 29 7LP

Submitted on behalf of the School Governing Body by:

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April 2007
CONTENTS

In connection with the Planning Application to erect a Modular Building together with associated landscaping and paving at:

Bozeat Community Primary School
Harrold Road
Bozeat
Wellingborough
NN29 7LP

the following documents are attached for information:

(1) Supporting Statement
(2) Letter of intent from Bozeat School Joint Chairs of Governors and Head
(3) Letter of intent from Bozeat Pre-school Playgroup Management Committee
(4) Statement from Bozeat School Foundation Stage Teacher
(5) Bozeat Pre-school Playgroup Business Plan
PROPOSAL FOR MODULAR UNIT AT
BOZEAT COMMUNITY PRIMARY SCHOOL

Supporting Statement relating to:

Bozeat Community Primary School
Harrold Road
Bozeat
Wellingborough
NN29 7LP

REASON FOR THE PROPOSAL:

National Overview
“Extended Services in and through schools” for school aged children and the development of high quality affordable childcare for those under statutory school age are key to the Governments “Every Child Matters: Change for Children” programme. The principles of these are underpinned by the Children’s Act 2004. The “Extended Services in and through schools” initiative will further enable families to access services that meet their needs and help deliver enhanced outcomes for children and young adults. The Government has set a target that by 2010 every primary school will facilitate the delivery of a core offer (See Diagram page 3) of activities associated with “Extended services in and through schools.” In addition every parent/carer with a 3 and 4 year old child will be able to access an affordable, accessible, flexible high quality integrated early education and childcare place offering 15 hours of free provision, rising to 20 hours post 2010.

The Childcare Act 2006 supplements the Children’s Act 2004, further developing the principle of “Early Intervention.” It builds on the principle of prevention rather than cure recognising that the early years are the most important and formative in life and that the ability easily to access multi agency involvement, when needed, significantly improves the life chances for children. Early Intervention will involve delivery of integrated working, at a locality level, with key partners such as the Primary Care Trust, Job Centre Plus and the Voluntary and Community Sector

The Childcare Act 2006 also places a statutory requirement on Local Authorities, from April 2008, for them to secure sufficient integrated early education and childcare in each community for children aged 0-5.

Northamptonshire Goals and Targets
The activity being developed in response to the “Extended Services in and through schools” initiative and The Childcare Act 2006 fits into many local strategies and targets:

The Council Strategic Goals and Priorities
Joint working across County Council internal teams and other professionals and agencies, will enhance the development of local communities and will contribute towards the achievement of the following County Council goals:

- A healthier more active & independent life for adults
- A safer, freer and more prosperous county
- A cleaner and greener county
- A secure and independent future for our children
The Community Strategy for Northamptonshire 2004/2013

Enhancing the quality of life for people and communities in Northamptonshire meets key priorities which are:

- To improve health and access to appropriate services and the quality of life of the most vulnerable and all who are at risk
- To help create and sustain local communities and neighbourhoods where people feel safe and secure and have access to services and support when they need them

Ensuring economic prosperity for Northamptonshire Communities meets key priorities which are:

- To promote economic vitality and raise the prosperity of all localities in the county so that everyone can gain from this success
- To raise relevant education standards and skills and the qualifications of people living in the county

Northamptonshire Children and Young People’s Plan – April 2006

The Plan encapsulates the five outcomes associated with “Every Child Matters” and states how as a County these will be met. The vision contained within the plan is to ‘ensure that all children and young people in Northamptonshire are healthy, safe and able to enjoy and achieve, so that they will make a positive contribution throughout their lives and achieve economic well-being’.

The Plan identifies 10 priorities spread across the five outcomes, which are:

- Be healthy
- Stay Safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

One of the priorities specifically stated under economic well-being is:

“Develop multi agency early support through children's centres and extended schools”

This development includes:

- More support for families, enabling parents to gain employment and greater financial security
- More children’s centres and extended school services to support parents and their children

To achieve this development and the “Every Child Matters” outcomes it is the intention to enhance further the level of integrated work, building on the foundations of good practice already evident, expand the availability of multi agency teams within communities and empower locality working.
**Northamptonshire**
How are we going to achieve this in our County?

As a local authority we are currently undertaking significant activity in relation to meeting the requirements of the “Extended services in and through schools” agenda and the Childcare Act 2006.

**Extended services in and through schools**
Although Schools are the lead body responsible for the development of activity associated with this agenda, the local authority is responsible for supporting them in its development. Northamptonshire County Council are undertaking this by facilitating the development of joint working between local schools and organisations / agencies from the public and voluntary sector. It is playing a key role in establishing local planning, empowering and motivating schools.. Schools are being encouraged to form clusters to serve a geographically defined locality with this approach, thus reducing the workload on each individual school by generating economies of scale.

Each cluster of schools will deliver a planned range of integrated services, developed after assessing relative local need across each aspect of a “core offer” of activity. This will be determined through consultation and continual involvement of parents and the wider local community thus resulting in the specific activities available continually evolving, e.g. advice on money management should a local major employer close would feed into Parenting Support.

Local Authority Support and guidance will facilitate the delivery of inclusive and accessible services for the whole community thus helping every child and young adult to fulfil their potential as well as providing support to parents in areas such as work / life balance and parenting.

The Primary facets of the “core offer” are indicated in the diagram below.
VARIED MENU OF ACTIVITIES (STUDY SUPPORT) AND CHILDCARE
This could include:
“Catch up” and “stretch” activities; homework clubs.
Arts activities e.g. dance, drama, arts, crafts.
Sports activities (at least 2 hours per week for those who want it).
Other recreational activities, e.g. special interest clubs, music tuition, modern foreign languages, volunteering, business and enterprise activities, visits to museums and galleries.
access to registered childcare, 8am-6pm, five days a week, 48 weeks a year, in accordance with the local community’s need

PARENTING SUPPORT
This could include:
Information sessions for fathers and mothers of pupils joining Reception and on transfer to secondary school;
Information about nationally and locally available sources of information, advice and support;
Access to parenting groups using structured evidence based parenting programmes, as well as more informal opportunities for parents to engage with the school and each other; and
Family learning sessions to allow children to learn with fathers and mothers where there is demand shown through consultation.

COMMUNITY ACCESS
Where the school has facilities suitable for use by the wider community, it should look to open these up, where possible, to meet wider community needs. This could include:
The school taking a role in supporting the development of the youth offer in the community by opening up its facilities to youth organizations and services.
The school offering their venue as a location to access adult learning programmes.

SWIFT & EASY REFERRAL
Schools should work closely with other behavioral services and the voluntary and community sector, having a focus on (and clear processes to support) early identification of, support and intervention for children and young people with additional needs and at risk of poor outcomes. This would include those with behavioral, emotional, health or other difficulties.
This should be embedded and supported by, the strategic planning and commissioning of the local authority and other Children’s Trust partners including the PCT. Specifically it will require schools to
Ensure their current arrangements are effective in identifying children or young people in need of support in a non stigmatising way and review them regularly (annually) to assess impact. This would include identification of emerging emotional distress and health needs
Consider how services provided by their Children’s Trust partners can contribute to other parts of the core offer e.g. parenting support and the varied menu of activities parts of the offer, and through the curriculum where appropriate
Use the guidance provided by the Local Authority to signpost adults to services which are directly accessible where there is an obvious need and where there is a willingness to receive services
Childcare Act 2006
This contains duties placed on local authorities in England as well as amendments to regulation and inspection arrangements for childcare providers in England where the responsibilities lie with Ofsted. All the duties placed on local authorities need to be met by April 2008.

*Sections 1-5* require local authorities and their NHS and Jobcentre Plus partners to work together to improve the outcomes of all children up to 5 and reduce inequalities between them, by ensuring early childhood services are integrated to maximise access and benefits to families - underpinning a Sure Start Children’s Centre for every community.

Northamptonshire County Council are in the process of negotiating with the emerging Primary Care Trust with an expectation that this will be resolved by the beginning of July. A Memorandum of Understanding has also already been agreed and signed with Job Centre Plus to deliver services and activity associated with Children’s Centres, with the intention this will be enhanced to take account of other areas of activity associated with the Childcare Act 2006.

*Sections 6, 8-11 & 13* require local authorities to assess the local childcare market and to secure sufficient childcare for working parents. Childcare will only be deemed sufficient if meets the needs of the community in general and in particular those families on lower incomes and those with disabled children. Local authorities take the strategic lead in their local childcare market, planning, supporting and commissioning childcare. Local authorities will not be expected to provide childcare direct but will be expected to work with local private, voluntary and independent sector providers to meet local need.

Northamptonshire County Council has developed, over the last 5 years, comprehensive information systems relating to the supply through the use of a national database system called ICHIS. Its capabilities have been continually expanded, with Northamptonshire fully utilising its abilities at the County level. Work will be commencing imminently to meet the national requirements associated with ascertaining demand.

*Section 7* re-enforces the duty for local authorities to secure a free minimum amount of early learning and care for all 3 and 4 year olds whose parents want it.

Northamptonshire County Council monitor uptake on a termly basis and are satisfied that there are currently sufficient places available across the County. It is also pro-actively developing mechanisms to stimulate take-up, currently evident at around 90% across the county.

*Section 12* extends the existing duty to provide information to parents, to ensure parents and prospective parents can access the full range of information they may need for their children right through to their 20th birthday. Local authorities will be required to ensure that this service is available to all parents and that it is pro-active in reaching those parents who might otherwise have difficulty accessing the information service, particularly relevant to rural communities where numerous barriers exist, i.e public transport and broadband availability.

Northamptonshire County Council have audited current directories of information and started collating information for the overarching Children and Families Directory, to be produced by the new “Children and Families Information Service.” Comprehensive planning, to respond to the requirements of Section 12 through working with other internal County Council teams...
as well as other partners from the public and voluntary sector is ongoing to ensure current foundations of the Children’s Information Service are built upon and duplication does not emerge.

EXISTING SITE/ PROPOSALS:
Bozeat Community Primary School is owned by Northamptonshire County Council and is located on the western edge of the village within easy walking distance of all residential properties. The Secretary of State for Education (Dfes) has approved the proposal.

Bozeat Pre-School Playgroup was previously located in the centre of the village at the Methodist Church. The Church closed in 2004 and is being redeveloped as residential properties. At the time of closure, the only building available for use by the Pre-School was the Pavilion at Bozeat Playing Field. The Pre-School moved to the Pavilion to ensure continuance of some provision in the village.

Bozeat Playing Field Pavilion is outside the village residential area and surrounded by agricultural land. The building restricts the number of children which can be accommodated, is accessed by walking along a dangerous road with either a restricted or no footpath and is considered by parents to be unsafe.

The proposal is to relocate the Pre-School to a specifically designed 138m² modular building incorporating an entrance lobby/cloakroom, multi purpose area, kitchen, wet play area, quiet area, office, adult/children/disabled toilets with baby change facilities and internal storeroom.

Design approach:
The proposal has been carefully considered:
• To ensure compatibility with the School.
• To minimise the visual impact of the building.
• To create a “welcoming” environment.
• To meet the specific needs for its use by the Pre-School Playgroup to allow it to extend both the scale and scope of local childcare provision
• To facilitate the ability of the School to develop its Extended Services in and through schools Provision.
• To meet the requirements of Disability Discrimination Act legislation.

Staffing implications:
The proposal will involve the five Pre-School staff moving to the school site. However only one member of staff does not live in the village.

Statement of Community Involvement / Pre-application publicity:
The School Governors and the Pre-School Playgroup Management Committee have been working very closely together and parents/prospective parents have been consulted resulting in positive feedback.

The School Governors and the Pre-School Playgroup Management Committee will be ensuring that the proposal is incorporated into the Parish Plan being prepared at present by the Parish Council.
Demolitions:
In order to facilitate additional parking within the school car park, the demolition of the old boiler house (which used to house the oil tanks before the school changed to gas heating) would provide an additional three parking spaces.

Trees to be felled:
No existing trees will require to be felled.

Flood Risk Assessment:
The school does not fall within the flood plain, therefore no risk assessment is required.

Land Contaminants:
Existing records do not indicate that contaminant surveys will need to be completed.

Vehicle access:
Vehicular access is only possible for staff/deliveries as parents are encouraged to walk with their child/children to the school as part of the ongoing implementation of the School Travel Plan. Within the next 12 months there is the intention to formalise this through official “Walking Buses” where volunteers have already been identified.

Site access during construction period:
The modular unit will be delivered to the School site during the school holidays strictly under police supervision and lifted by crane onto the designated site location.

Car parking:
The existing car park caters for the existing number of School staff. Only one member of the teaching staff lives in the village. Only one member of the Pre-School staff does not live in the village and will require a car parking space. It is intended that 3 additional car parking spaces can be made available within the current car park.

It is not proposed that visitors will be able to access the site by vehicle as the modular unit is designed for use by persons within the local community and walking is to be encouraged.

Services implications:
All necessary mains services exist upon the site and it is not anticipated that any of the incoming services will need to be upgraded

Design & Access Statement
This statement should be read in conjunction with the associated building plans and elevations depicting detailed elements.

ASSESSMENT

Physical:
The Modular Unit will compliment the surrounding buildings. One of the main priorities for the choice of modular unit and initial assessment of the site was to provide a safe, welcoming, environment for children and parents, and close contact with the school.
Social:
The Modular Unit will be located on the existing site of Bozeat Community Primary School.

The village of Bozeat in the 2001 Census had a population of 2028 of which 108 were aged 4 and under. Of the 63 of pre-school playgroup applicable age, less than half can attend Pre-School at present due to the current capacity constraints.

Public transport for parents to access alternative provision outside the village community is negligible.

The Unit will facilitate the ability for Families to meet with, for example, the local Health Visitor, Speech and Language Therapist, within the locality.

The Unit will act as an information point raising awareness of support services and signposting families to them.

The Unit will not be offered as a location to duplicate current services but will be offered as a prospective local venue, should sufficient local need be identified.

The School will utilise the Unit to deliver activity that meets the identified needs of parents, associated with “Extended services in and through Schools” within the local community.

Economic:
The Unit will be located on an existing unused space within the grounds of the School.

Planning policy:
The location of the Unit is in line with planning policy. In principle endorsement at the consultation stage was given by Wellingborough Borough Council in 2004.

Involvement:
During 2006, the Pre-School Playgroup circulated a questionnaire to existing and potential parents which indicated considerable support for relocated extended provision.

Bozeat School held a trial Breakfast Club in the existing restricted facilities/space available which indicated interest and support for Extended Services provision.

Evaluation:
The proposed site for the modular unit has been agreed by the Secretary of State and approved in principle by the Local Authority.

DESIGN

Use:
The Unit will provide information and services for children 0-5 years old and their families. The overall vision will be to ensure every child gets the best start in life by providing inclusive, accessible and child-friendly childcare that responds to local need, and information on integrated services for parents.

The Unit will also facilitate the provision of Extended School Services to meet what is nationally recognised as a minimum service which should be available for families.

Amount:
In addition to the Modular Unit, a covered play area is planned to be adjacent to both the Pre-School and the KS1 School area which can be used by both groups to meet existing statutory requirement for external play.
**Layout:**
The Unit is a specifically designed, successful unit which maximises natural light opportunities and which would facilitate maximum potential diverse use by the School, Pre-School, and community (e.g. U3A). Existing below ground services have predetermined the orientation and the site has been chosen to minimise the impact on the surrounding properties.

**Scale:**
The Unit is a single storey modular unit in line with the single storey of most of the School.

**Landscaping:**
Landscaping of the external areas has been carefully integrated into the site location with maximum usage of grassed areas for external play with shade from existing trees. The main entrance is ramped with level access from the adjacent tarmacadam.

**Appearance:**
The Unit is in keeping with the style and construction materials of the existing buildings.

**ACCESS**
The Unit takes account of:

**Approach:**
The location of the Unit reflects the need to promote the close working relationship of Pre-School and School Early-Years, meets the safety enhancements sought by existing and potential parents, and facilitates safe movement between the Unit and School by Breakfast Club and After-School Club participants.

**Parking:**
The location takes account of Supplementary Planning Guidance, as only 1 additional member of staff will require parking provision and visitors will not be permitted to park on site as per the existing arrangements and instead encouraged to walk to the Unit.

**Entrance:**
The entrance to the Unit is positioned to create ease of access blending in with the adjacent buildings.

**Horizontal and Vertical circulation:**
The horizontal circulation within the Unit has been carefully planned and has already been proved successful. Vertical circulation is not applicable for this single storey Unit.

**Access to all services:**
Internally the Unit is carefully laid-out to maximise use and management. All facilities for the security of the Unit are appropriate.

**Emergency Egress/Alarm Systems and Evacuation Planning:**
The Unit design ensures and assists evacuation should an emergency need occur. Evacuation planning will be recorded, and regularly tested in line with regulatory requirements.
Disabled Access:
The design of the Unit is considered to meet the requirements of the Disability Discrimination Act as well as meeting other regulatory and statutory requirements.

Nature and impact of environmental constraints:
No apparent environmental constraints identified.

Sources of advice and consultation
Planning advice from both Northamptonshire County Council and Wellingborough Borough Council.
Full consultation with the Local Authority Children’s and Young Peoples Service, DfES, School Governors, School Head, Pre-School Playgroup Management Committee and Pre-School Playgroup staff, to ensure the design of the Unit meets the safe and essential needs.
Early consultation with local community users.
Questionnaires issued to existing and potential users.
Advice from a range of professional groups and bodies – particularly around disabled access and compliance with Building Regulations. During the design process key mechanical/electrical and access professional advice has been sought to ensure the Unit operates as efficiently as possible.
Parish Council
Michael Robinson
Area Co-ordinator Early Years and Childcare Service
Children and Young Peoples Service
Northamptonshire County Council
PO Box 216
John Dryden House
NORTHAMPTON
NN4 7DD

9 March 2007

Dear Mr Robinson

RELOCATION OF BOZEA T PRE-SCHOOL TO BOZEA T SCHOOL SITE

The Governors would like to thank you for meeting us on 6 March and for presenting a Report outlining the options for capital funding to facilitate the relocation of Bozeat Pre-school Playgroup from its current location at Bozeat Playing Field Pavilion to the Bozeat Community Primary School site.

The governing body sub-committees, namely the Pupil, Parents and Community Committee, the Resources Committee and the Curriculum Committee, all ratified at their separate meetings during the week commencing 5 March 2007 to support this expression of interest and request for capital funding.

On behalf of the Governors, we would therefore like to:

(a) confirm our expression of interest;
(b) make this letter a statement of our wish to apply for capital funding to purchase and locate a modular building on the Bozeat School site.

The Governors believe that this building will present to the School, and to the Pre-school, both challenging and exciting opportunities for a building to meet in the heart of the local community the requirements outlined in:

   (a) The Childcare Act 2006
   (b) Childrens' Centres Provision
   (c) Extended Service Provision
   (d) Every Child Matters

The relocation of the Pre-School to the Bozeat School site represents a significant opportunity to integrate the schooling of Bozeat's children from pre-foundation stage
to eleven years of age, from a community viewpoint, a curriculum and management of educational standards viewpoint, and offers opportunities to consolidate pre-school and school resource planning.

The Governors would plan for the modular building to have multi-purpose use and in particular would wish to focus on:

(a) Ofsted registered out of school provision in a building more appropriate for such use to meet expressions of interest already made by parents in response to a circulated questionnaire.

(c) the provision of Parenting Information and Support for families within the local community, particularly those who would have more confidence to approach a local provider and also for those unable to source such provision because of lack of access to transport to take them outside the community.

Bozeat Pre-school Playgroup is also sending you a letter to confirm their wish to proceed with this project.

The Governors would ask that you will please work with our Co-ordinator for this project, Mrs Penny Brannon, to develop the formal application by the Governors for capital funding. We are aware monies are available to Northamptonshire County Council in relation to “Extended Services in and through Schools” and “Early Years Sufficiency” developments and would be seeking to access these.

We would like to thank you for your guidance and look forward to hearing from you when the application requires signature of authorisation.

Yours sincerely

K. A. Haigh
Headteacher

Simon Bottomley
Joint Chair

Paul Dudley-Smith
Joint Chair

cc: Bozeat Pre-school Playgroup
Michael Robinson  
Area Co-ordinator Early Years and Childcare Service  
Children and Young Peoples Service  
Northamptonshire County Council  
PO Box 216  
John Dryden House  
NORTHAMPTON  
NN4 7DD

9th March 2007

Dear Mr Robinson

RELOCATION OF BOZEAT PRE-SCHOOL TO BOZEAT SCHOOL SITE

We were pleased to be present at the meeting of Bozeat School Governors on 6 March when you presented a Report outlining the options for capital funding to facilitate the relocation of Bozeat Pre-school Playgroup from its current location at Bozeat Playing Field Pavilion to the Bozeat County Primary School site.

On behalf of Bozeat Pre-school Playgroup Management Committee, we would like to make this letter a statement of our intent to be associated with, and our support for, the application by Bozeat School Governors to apply for capital funding to purchase and locate a modular building on the Bozeat School site.

The Management Committee believe:

(a) the availability of this modular building on the school site will enable Bozeat Pre-school Playgroup to enhance its existing provision in line with The Childcare Act 2006. In accordance with our Business Plan for 2007/2008, it will be possible on the school site to increase sessions/hours available.

(b) development of multipurpose usage for this modular building will also help to meet the emerging duty of Northamptonshire County Council to ensure sufficient childcare is available within the village community.

(c) the development will also, in the longer term, enable parents in the local community to be offered increased flexibility in how they choose to utilise their childs’/childrens’ 15 hours of Nursery Education Funding entitlement.
Bozeat School Governors are also sending you a letter to confirm their wish to proceed with this project.
We would like to thank you for your guidance.

Yours sincerely

Karin Hensman
Chair

Nicola Smith
Secretary

Copy to: Bozeat School Governors
Relocation of Bozeat Pre-school to the Bozeat School Site

Close liaison between Bozeat School and pre-school has always been a priority and has been recognised as a strength by Ofsted. Throughout the year opportunities are planned for joint activities, often based around a seasonal theme such as Chinese New Year, Pancake Day or Divali. These activities sometimes take place at school and sometimes at pre-school. We have always felt that these occasions are invaluable in helping pre-school children to get to know the school staff in familiar surroundings in order that they feel secure when they start school. Helen Hann in her article ‘Managing the transition from pre-school to the Foundation Stage’ (Early Years Update Dec 2005) writes

‘By working closely with the school team, the parents/carers and most importantly of all, the children, helping them to know what to expect at each stage of the transition to school on a practical and an emotional level, we should help the transition to school dovetail as smoothly as possible with the departure from pre-school.’

Obviously, if the pre-school is on the school site the process of arranging joint activities will be made much simpler and could therefore happen even more frequently. Another advantage would be that resources, particularly the larger and more expensive equipment, could be shared, to the mutual benefit of both school and pre-school. It would also be beneficial if staff could arrange to visit each others settings regularly. Pre-school children would then get to work with school staff in their own familiar setting. After they have started school they would enjoy seeing familiar faces from pre-school and showing off the new found skills which they have learnt at ‘big school’.

In conclusion, as a school we are in no doubt as to the enormous benefits to all concerned in having the pre-school on the school site and hope that we can all work together to make the dream a reality.

Julie Williams
Foundation Stage Teacher
Bozeat Community Primary School
March 2007
BOZEAT PRE-SCHOOL PLAYGROUP
Registered Charity Number 1063602

Business Plan
1 August 2007 to 31 July 2008

Prepared March 2007
by the Officers
and
Adopted by the Management Committee on
5 March 2007
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10 Appendices

10.1 Historical Income & Expenditure Statement

10.2 Projected cash flow 1st August 2007 to 31st July 2008

10.3 Constitution

10.4 Prospectus

10.5 Analysis of parent questionnaire
Executive summary

1.1 Bozeat Pre-School Playgroup (The Playgroup) is a long established group catering for pre-school children both from the village of Bozeat and from the surrounding area. With the emphasis on play in a stimulating and nurturing environment, the Playgroup offers children the opportunity to learn through activities and experiences.

1.2 Parents have the opportunity, whilst their children attend Playgroup, to work or to undertake further education secure in the knowledge that their children are cared for by well-trained and responsible staff.

1.3 Bozeat Pre-School Playgroup is run by an annually-elected parent management committee which ensures the appointment of suitable staff and strives to be responsive to the needs of the local community.

1.4 Bozeat Pre-School Playgroup works with Bozeat Primary School to enable children to establish a relationship with the School’s Early Years Specialist and the School.

1.5 Bozeat Pre-School Playgroup is actively working with the Governors of Bozeat Primary School to facilitate a move to the school site.
2 Background

2.1 The village of Bozeat in the 2001 Census had a population of 2028 of which 108 were aged 4 and under and 63 were of pre-school playgroup applicable age.

2.2 Bozeat Pre-School Playgroup:
- was established as Jack-in-a-Box Community Playgroup in 1979 to meet the needs of the under fives in the village. The name changed in March 2007 to reflect the present mission statement (see Aims).
- is run by an elected, supportive and active parent management committee.
- is registered with the Charity Commission as an educational charity (no.1063602).
- is working through Hempsall to achieve accredited status through the Pre-School Learning Alliance’s Quality Accreditation Scheme.
- was inspected by OFSTED in June 2005 and the provision was found to be good in all areas.
- is based at present at Bozeat Playing Field Pavilion but wishes to move to the Bozeat Primary School site.

2.3 At the time of the preparation of this Plan, 34 children aged two years nine months to four years are registered.

2.4 The present Maximum Potential attendance owing to accommodation limitations is:

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2.5 The Playgroup employs 5 members of staff:

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<thead>
<tr>
<th>Title</th>
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<tr>
<td>Staff Member A</td>
<td>Play Leader Diploma in Pre-School Practice Level 3</td>
</tr>
<tr>
<td>Staff Member B</td>
<td>Deputy Play Leader Diploma in Pre-School Practice Level 2 Working for Level 3</td>
</tr>
<tr>
<td>Staff Member C</td>
<td>Assistant Diploma in Pre-School Practice Level 2 Working for Level 3</td>
</tr>
<tr>
<td>Staff Member D</td>
<td>Assistant Diploma in Pre-School Practice Level 2</td>
</tr>
<tr>
<td>Staff Member E</td>
<td>Assistant Bank staff - training just started</td>
</tr>
</tbody>
</table>

An additional “bank staff” member is available to meet short notice need, with suitable training and clearance.
3 Aims

Bozeat Pre-School Playgroup’s Mission Statement is:

“To provide high quality, affordable and accessible childcare in a safe and supportive environment to children aged two years nine months to five and to work in partnership with families in the provision of this childcare”.

To meet this provision Bozeat Pre-School Playgroup intends to:

3.1 Meet the clearly identified request from parents (Appendix 10.5) for a more central, more secure and more conducive venue by obtaining planning permission for a purpose-designed modular building to be placed on the Bozeat School site.

3.2 On the new site to extend current provision to sessions over five full days whilst continuing to maintain existing high standards:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Morning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 9.00am to 12 noon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Volunteer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Afternoon</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30pm to 3.30pm</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td>20</td>
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<td>20</td>
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</tr>
<tr>
<td>Staff</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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</tr>
<tr>
<td>Volunteer</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

3.3 Meet, in conjunction with Bozeat School, the requirement for an outdoor covered play area on the new site.

3.4 Evaluate, and update where necessary, management structures, contracts and policies.

3.5 With the exception of fees for under 3 year olds, to increase parental fees to match LEA funding in order to provide better facilities and enhanced staff skills on the new site.

3.6 Maximise potential for future income generation by assessing the need for a breakfast club, provision of lunch at Playgroup, an after school club, and community early evening applicable use (e.g.U3A). Some initial assessment can be made from the parental questionnaire (Appendix 10.5) but support from Bozeat School will be sought to circulate a questionnaire to the parents of school age children.
4 Objectives for the year

4.1 Legal requirements
We will work closely with our registration and inspection authorities to ensure existing records are correct and regularly updated and liaise with them on all issues relating to relocation including meeting OFSTED re-registration requirements for a new site.

4.2 Premises
We will liaise with the LEA and Bozeat School Governors to finalise the plans and apply for formal planning permission to locate a purpose-built, modular building on the Bozeat School site.
We will liaise with the NCC Early Years & Childcare Service and the Bozeat School Governors to apply for capital funding.

4.3 Staffing
We will ensure that staff ratios and qualifications meet Pre-school Learning Alliance recommended standards and that existing staff contracts are re-issued in respect of potential relocation to maintain staff confidence.
When applicable, we will pursue the employment of a resources administrator to facilitate multiple bookings and be responsible for administrative/cleaning requirements.

4.4 Activities
We will identify any activities that might be provided following relocation, e.g. by discussing with Bozeat School, Before School and After School provision to facilitate maximum potential usage for a new modular building.

4.5 Community Liaison
We will ensure that community groups within the village are fully conversant with our objectives in order to achieve a mutual understanding of the reasons for relocation and the benefits to the community of a building centrally available for early evening use (e.g. U3A).

4.6 Marketing
We will promote Bozeat Pre-School Playgroup to reach both existing and new users.
## 5 Action Plan

<table>
<thead>
<tr>
<th>Task</th>
<th>By whom</th>
<th>By when</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Legal</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure registration and inspection details are up to date with:</td>
<td>Secretary</td>
<td>1 April 2007</td>
<td>1 March 2007</td>
</tr>
<tr>
<td>- Charity Commission</td>
<td></td>
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<td>- Pre-School Learning Alliance</td>
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<td>- Ofsted</td>
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<tr>
<td>- NCC Early Years &amp; Childcare Service</td>
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<tr>
<td><strong>Premises</strong></td>
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<td></td>
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</tr>
<tr>
<td>Finalise plans with David Brown, LEA &amp; Governors</td>
<td>Co-ordinator</td>
<td>1 April 2007</td>
<td>20 March 2007</td>
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<tr>
<td><strong>Apply for planning permission</strong></td>
<td>Chair</td>
<td>10 April 2007</td>
<td>1 April 2007</td>
</tr>
<tr>
<td><strong>Assessment of Potential Sources of capital funding</strong></td>
<td>Co-ordinator</td>
<td>6 March 2007</td>
<td>1 March 2007</td>
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<td><strong>Staffing</strong></td>
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<tr>
<td>Re-issue of staff contracts</td>
<td>Chair</td>
<td>1 July 2007</td>
<td>1 June 2007</td>
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<tr>
<td>Assessment of ratios</td>
<td>Secretary</td>
<td></td>
<td></td>
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<tr>
<td>**Annual Assessment of staff qualifications, training, continuous</td>
<td>Play Leader –</td>
<td>30.04.07</td>
<td>15.04.07</td>
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<tr>
<td>professional development and other needs</td>
<td>Chair/Secretary</td>
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<tr>
<td>Assessment of ratios</td>
<td>Constant</td>
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<td><strong>Activities</strong></td>
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<td>Assessment of potential future income generation possibilities -</td>
<td>Co-ordinator</td>
<td>1 May 2007</td>
<td>1 April 2007</td>
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<td>Initial report</td>
<td></td>
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<td><strong>Community Liaison</strong></td>
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<td>Clarification to Playing Field Association</td>
<td>Chair</td>
<td>10 March 2007</td>
<td>1 March 2007</td>
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<tr>
<td>Article in June Bozeat Matters</td>
<td>Publicity Officer</td>
<td>1 May 2007</td>
<td>15 April 2007</td>
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<tr>
<td><strong>Marketing</strong></td>
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<tr>
<td>Information on Bozeat Web Site</td>
<td>Publicity Officer</td>
<td>1 June 2007</td>
<td>1 May 2007</td>
</tr>
<tr>
<td>Revised Prospectus</td>
<td>Publicity Officer</td>
<td>1 June 2007</td>
<td>1 May 2007</td>
</tr>
</tbody>
</table>
## Summary Review

### STRENGTHS
- Experienced/qualified/dedicated staff.
- Good reputation - Ofsted inspection report June 2005 states “Children develop confidence and self esteem because staff encourage and praise children in their play and learning. They are excited and motivated to learn because activities are stimulating and well organised”.
- Committed and hard-working parent management committee.
- Good local community recognition and support.

### WEAKNESSES
- Present premises are perceived by parents and potential parents to be too far out of the village and have safety implications.
- Committee members unsure of expectations and apprehensive about commitment.
- Some parents unwilling to commit to volunteer rota scheme.
- Little experience within the committee of liaising with public bodies.

### OPPORTUNITIES
- Move to Bozeat School and a closer relationship with the school.
- Increase to sessions covering the full day.
- Potential involvement in breakfast and after-school clubs, provision of lunch, and early evening community use.
- Recruitment of additional staff members.

### DISADVANTAGES
- Increasing provision for under-5s in schools.
- Potential parents perception of nursery provision in Olney and Wellingborough.
7  Financial Information

7.1  An historical income and expenditure account is attached (Appendix 10.1)

7.2  A budget forecast of income and expenditure is attached (Appendix 10.2) based on a move to the school site being successfully completed, the LEA Funding provision of £9.07 per session and a 5.25% inflation rate for other expenditure. There are verbal indications that take-up of the enhanced session provision will increase but, until confirmed, a conservative view has been taken for this year.

8  Monitoring and evaluation

The Management Committee will meet quarterly to monitor and evaluate the Aims, Objectives and Action Plan.

The Officers – Chairman, Secretary and Treasurer will meet monthly to ensure the effective implementation of the Aims and Objectives and to ensure that all time schedules in the Action Plan are being achieved.

9  Future trends

The Management Committee will contact Bozeat Parish Council to ensure that Bozeat Pre-School Playgroup is involved in the preparation of the Bozeat Parish Plan and is therefore able to influence any decisions relating to early years development within the Local Development Plan.

The Management Committee will monitor closely the Milton Keynes Southern Expansion Plan to ensure that any changes which may affect the catchment area for Bozeat Pre-School Playgroup are actively considered.
## Appendix 10.1

**BOZEAT PRE-SCHOOL PLAYGROUP**  
(previously known as Jack-in-a-Box Community Playgroup)  
**INCOME & EXPENDITURE ACCOUNT**  
**FINANCIAL YEAR 1 AUGUST TO 31 JULY**

### Income

<table>
<thead>
<tr>
<th></th>
<th>At 31.07.04</th>
<th>At 31.07.05</th>
<th>At 31.07.06</th>
<th>To 31.01.07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental Fees</td>
<td>£23,587.87</td>
<td>£26,781.73</td>
<td>£26,795.64</td>
<td>£1,735.00</td>
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<tr>
<td>LEA Funding</td>
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<td>£10,796.22</td>
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<tr>
<td>Fundraising &amp; Donations</td>
<td>£1,036.13</td>
<td>£2,166.59</td>
<td>£3,058.59</td>
<td>£1,001.88</td>
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<tr>
<td>Milk Refunds</td>
<td>£251.06</td>
<td>£265.47</td>
<td>£516.51</td>
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<tr>
<td>Equipment</td>
<td>£21.79</td>
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<tr>
<td>Bank Interest</td>
<td>£23.29</td>
<td>£41.08</td>
<td>£38.64</td>
<td>£?</td>
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<td><strong>Total Income</strong></td>
<td>£24,898.35</td>
<td>£28,989.40</td>
<td>£30,158.34</td>
<td>£14,071.40</td>
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</table>

### Expenditure

<table>
<thead>
<tr>
<th></th>
<th>At 31.07.04</th>
<th>At 31.07.05</th>
<th>At 31.07.06</th>
<th>To 31.01.07</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insurance/Membership Fees/</td>
<td>£296.72</td>
<td>£292.11</td>
<td>£352.70</td>
<td>£56.50</td>
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<tr>
<td>Subscriptions/Registrations</td>
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<tr>
<td>Premises - Rent</td>
<td>£2,259.00</td>
<td>£2,022.00</td>
<td>£2,054.00</td>
<td>£1,518.00</td>
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<tr>
<td>Premises - Heating</td>
<td>£227.00</td>
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<td></td>
<td>£121.00</td>
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<tr>
<td>Premises – Cleaning/Maintenance/Repairs</td>
<td>£1,157.66</td>
<td>£731.71</td>
<td>£347.00</td>
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<td>Premises – First Aid Supplies</td>
<td>£38.86</td>
<td>£0.00</td>
<td>£6.72</td>
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<tr>
<td>Staff Costs – Pay/NI</td>
<td>£15,367.95</td>
<td>£19,613.16</td>
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<tr>
<td>Staff Costs - Training</td>
<td>£116.00</td>
<td>£413.75</td>
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<tr>
<td>Staff Costs - Uniform</td>
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<td>Advertising</td>
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<td>Play Materials - Consumables/Resources</td>
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<td>Play Materials – Toys/Equipment</td>
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<td>£2,434.78</td>
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<td>Refreshments</td>
<td>£663.30</td>
<td>£698.20</td>
<td>£321.20</td>
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<td>Stationery/Postages/Computer Supplies</td>
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<td>£491.46</td>
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<td>Sundry Expenses</td>
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<td>£205.76</td>
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<td>£8,634.24</td>
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</table>
## BOZEAT PRE-SCHOOL PLAYGROUP

### Cash Flow Projection for the Year 1 August 2007 to 31 July 2008

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<th></th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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<td>3</td>
<td>4</td>
<td>3</td>
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<td>615</td>
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<td>180</td>
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<td><strong>Fundraising/Donations</strong></td>
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<td>500</td>
<td>0</td>
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<td>0</td>
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### EXPENDITURE

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<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
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<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
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<td></td>
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<td>300</td>
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<tr>
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<td><strong>Total Expenditure</strong></td>
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</table>
BOZEAT PRE-SCHOOL PLAYGROUP
CONSTITUTION

1. Name
1.1 The name of the pre-school is Bozeat Pre-School Playgroup and is referred to in this Constitution as “the Pre-school”. The Pre-school is a body in membership of the Pre-school Learning Alliance.

2. Aims
2.1 The aims of the Pre-school are 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, family learning and extended hours groups, 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 in the local areas;
   (c) instigating and adhering to and furthering the aims and objects of the Pre-school Learning Alliance.

3. Powers
3.1 To further its aims the Pre-school has the following powers:
   (a) to provide accommodation and equipment;
   (b) to raise money to pay for the Pre-school’s activities;
   (c) to make such payments as shall be necessary;
   (d) to fix and collect the fees payable in respect of children attending groups run by the Pre-school;
   (e) subject to adherence with all applicable legislation, to control the admission of children to the groups run by the Pre-school and, if appropriate, require parents or guardians to withdraw them;
   (f) as a member of the Pre-school Learning Alliance to send an accredited representative to vote at local Branch and/or County meetings and to the national Annual General Meeting of the Pre-School Learning Alliance.
   (g) to borrow money and to charge the whole or any part of the property of the Pre-school as security for any money borrowed subject to complying with the provisions of sections 38 and 39 of the Charities Act 1993 if it is proposed to mortgage land;
   (h) to hire or acquire assets of any kind;
   (i) to buy, lease or rent any land or buildings and to maintain and equip it for the use of the Pre-school;
   (j) to sell, lease or otherwise dispose of all or any of the Pre-school’s property subject to complying with the provisions of sections 36 and 37 of the charities Act 1993;
   (k) to set aside funds for special purposes or as reserves against future expenditure;
   (l) to maintain and pay for membership of the Pre-school Learning Alliance;
   (m) to insure the property and assets of the Pre-school against any foreseeable risk and to take out other insurance policies to protect the Pre-school as required;
   (n) subject to obtaining the prior written consent of the Charity Commission to insure the Committee against the costs of any successful defence to a criminal prosecution brought against them as charity trustees or against personal liability incurred in respect of any act or omission which is or is alleged to be a breach of trust or breach of duty unless the Committee member(s) concerned knew that or was reckless whether the act or omission was a breach of trust or breach of duty;
   (o) to employ such paid and unpaid staff, agents and advisors (who shall not be members of the Committee) as maybe required from time to time;
   (p) to do any other lawful things which are necessary or desirable to enable the Pre-school to achieve its aims.

4. Membership
4.1 Membership of the Pre-school is divided into two kinds:
   (a) Family Membership
       Parents or guardians of all children who attend any group run by the Pre-school wishing to support the aims of the Pre-school. Each family holding Family Membership will count as one Member of the Pre-school and will be entitled to one vote any General Meetings of the Pre-school.
   (b) Affiliate Membership
       Affiliate Membership is open to those individuals, organisation or other bodies interested in supporting the aims of the Pre-school, but they will not be entitled to become an Affiliate Member until the Pre-
school shall have received the subscription (if any) set by the Committee. An Affiliate Member will be entitled to one vote at any General Meetings of Members of the Pre-School.

4.2 Membership of the Pre-school will cease if the Member concerned:
(a) gives written notice of resignation to the Pre-school;
(b) dies or in the case of an organisation ceases to exist;
(c) fails to pay their membership subscription (if any) within two months from the date on which it is due, in which case the Member will cease to be a Member with effect from the date on which the period of two months expires;
(d) in the case of a Family member the end of the last term in which any child or children of the Family Member attended any group run by the Pre-school;
(e) is removed from membership by a resolution of the Committee on the grounds that the Member has acted in a way which brings the Pre-school into disrepute or has failed to abide by the rules of the Constitution. Before the Committee decides whether to terminate the membership of a Member the Committee will give the Member written notice of the misconduct or failure alleged to have occurred and will give the Member not less than 14 days in which to submit their answer in deciding whether or not to terminate membership. The Committee shall have the final decision on whether or not to terminate the membership.

4.3 Membership of the Pre-school is not transferable.

5 The Committee
5.1 The overall management and control of the Pre-school will rest with the individual members of the Pre-school’s management committee (“the Committee”). As well as being responsible for the management of the Pre-school the Committee members are also the charity trustees of the Pre-school.

5.2 The minimum number of Committee members shall be 5 and the maximum shall be 12, together with up to a further 3 co-opted members. The Committee shall consist of:

(a) a Chair, a Treasurer and a Secretary (“the Officers”); and
(b) not less than 2 nor more than 9 other elected Members; and
(c) if the Committee decides it can co-opt up to 3 further Members on to the Committee at any one time.

5.3 Not less than 60 percent of the Committee members, including co-opted members, shall at the time of election or co-option be Family Members. In the event that this 60 per cent figure cannot be achieved, the Pre-School may elect Affiliate Members to make up the balance of the committee subject to the Affiliate Members being approved by the Local Branch Executive Committee of the Pre-school Learning Alliance.

5.4 Where an individual is elected as a Committee member it is that individual who is the Committee member and charity trustee and no other individual with whom they share Family Membership or Affiliate Membership shall be entitled to stand in their place at Committee meetings or have any other rights as a Committee member.

5.5 (a) The Officers and the Committee members in 5.2(a) and 5.2(b) shall be elected for one year at the Annual General Meeting. Retiring Officers and Committee members are eligible for re-election unless they have already served on the Committee in any capacity for ten consecutive years.
(b) Co-opted members in 5.2(c) may join at any time on the invitation of the Committee but shall retire at the next Annual General Meeting. No co-opted member shall serve for more than six consecutive years.
(c) In the event of the death or resignation of an elected Committee members, the vacancy shall be filled until the next Annual General Meeting by a Member appointed by the Committee.

5.6 All Committee members will have one vote each at Committee meetings. In the event of a tie the chair of the Committee has a second or casting vote.

5.7 A quorum for Committee meetings is not less than half the Committee, including any two of the Officers.

5.8 All Members shall be eligible to stand for election to the Committee, except for paid employees of the Pre-school, who cannot be Committee members or vote at Committee meetings. They, or their representative, can be invited to attend any or all Committee meetings in an advisory capacity, but need not attend the whole of such meetings. Paid employees of the Pre-school may hold Family Membership
or Affiliate Membership and may attend General Meetings of the Pre-school in that capacity, but may not vote on matters relating to their terms and conditions of employment with the Pre-school.

5.9 Not less than two weeks before the date of the next Annual General Meeting of the Pre-school at which the election of elected Committee members will take place each Member shall be sent a form which any Member wishing to stand as a candidate for election to the Committee must complete and return to the Secretary to indicate their willingness to act as a member of the Committee if elected.

5.10 At the Annual General Meeting the prospective new elected members of the Committee will be those candidates from amongst those having notified their willingness to stand who receive the highest number of votes from the Members, up to a maximum of 12 elected Committee members in total.

5.11 At the first Committee meeting following the Annual General Meeting at which the newly elected members of the Committee are elected they shall choose from amongst their number the members who will act as Chair, Treasurer and Secretary.

5.12 The term of office of any Committee members will automatically cease:

(a) if he or she is not re-elected or re-appointed in accordance with the provisions of this clause 5;
(b) if they are disqualified under the Charities Act from acting as a charity trustee;
(c) if they are incapable whether mentally or physically of managing his or her own affairs;
(d) if they resign (but only if at least 5 other members of the Committee will remain in office);
(e) if they are removed by a resolution passed by a majority of the members of the Committee.

6 Proceedings of the Committee

6.1 The committee shall hold at least 2 meetings a year unless the Committee shall decide by simple majority to hold a further meeting or meetings.

6.2 Every issue considered at Committee meetings may be determined by a simple majority of the votes cast at the meeting. A written resolution by all members of the Committee is as valid as a resolution passed in a meeting.

7 General Meetings

7.1 The Pre-school shall in each calendar year hold a general meeting as its Annual General Meeting, in addition to any other general meetings in that year and shall specify the meeting as such in the notice calling it. The Annual General Meeting in each year shall be held at such time and place as the committee shall decide. All General Meetings other than the Annual General Meeting shall be Extraordinary General Meetings.

7.2 Each Annual General Meeting will be chaired by the Chair or in his/her absence another member of the Committee which shall:

(a) receive the accounts of the Pre-school for the previous financial year;
(b) receive an annual report from the Committee;
(c) elect the new members of the Committee;
(d) transact any other business properly put to the meeting.

7.3 An Extra-ordinary General Meeting may be called at any time at the request of the Committee or not less than one quarter of the Members;

(a) The Secretary or Chair shall send notice of the date, time and place of each Annual General Meeting or any Extraordinary General Meeting, with a list of items to be discussed, to all Members at least two weeks before the date of the meeting.
(b) if the Committee do not call an Extraordinary General Meeting within two months of a proper request to do so, any Member may call the meeting by putting up a notice in a conspicuous place where the group meets at least two weeks before the meeting.

7.4 The quorum for a General Meeting shall be 10% of the members or 5 members, whichever is the greater. If fewer attend, a new meeting must be called at a time and place determined by the Committee.

7.5 Proposals may be put to a General Meeting of the Pre-school by the Committee or any Member.

7.6 All proposals put to the vote a General Meetings shall be decided by a simple majority of votes cast, except proposals to amend this Constitution or to dissolve the Pre-school which shall require not less than two thirds of the Members present at the meeting to vote in favour.
7.7 No amendments may be made to this Constitution without the prior approval of the Pre-School Learning Alliance and where any amendment is to the aims of the Pre-school set out in paragraph 2.1 or to dissolution under paragraph 11 or to this paragraph 7.7 this shall not take effect without the prior written consent of the Charity Commission.

7.8 A copy of any resolution amending this Constitution must be sent to the Charity Commission within 21 days of it being passed.

8 Property
8.1 If the Pre-school acquires an interest in any property, either as a freehold, lease or licence of any land or buildings, then this property interest will be held by individuals appointed by the Committee to act as custodian trustees of the property on behalf of the Pre-school. These custodian trustees may be members of the Committee, Members of the Pre-school or any persons which the Committee may appoint. A custodian trustee need not be a Member of the Pre-school. The custodian trustees are not charity trustees and appointment as a custodian trustee will not of itself make a custodian trustee either a Committee member or Member of the Pre-school. Where custodian trustees are required to hold property on behalf of the Pre-school then there shall not be less than 2 or more than 4 of them appointed by the Committee at any time.

8.2 Custodian trustees will hold office until:
   (a) death; or
   (b) retirement with the consent of the remaining custodian trustees; or
   (c) removal by a resolution of the Committee; or
   (d) removal by operation of the law
   but no retirement or removal shall be effective unless there will be at least two remaining custodian trustees.

8.3 In the absence of fraud or wilful default the custodian trustees are entitled to be indemnified out of the Pre-school’s assets against any risks or expenses incurred by them in the exercise of their duty as custodian trustees for the Pre-school.

8.3 The Committee may convene a meeting with the custodian trustees at any time and shall do so within one month of receiving a request for such a meeting from the majority of the custodian trustees acting for the Pre-school, provided that the subject matter of any meeting will be limited to discussing matters relating to the property held by the custodian trustees for the Pre-school and its management.

9 Finance and Accounts
9.1 The Committee will ensure that the Pre-school complies with the requirements of the Charities Act as to the keeping of financial records, the auditing of accounts and the preparation and transmission to the Charity Commission of:
   (a) annual reports;
   (b) annual returns; and
   (c) annual statements of account.

9.2 The accounting records shall, in particular, contain:-
   (a) entries showing from day to day all moneys received and expended and the matters in respect of which the receipts and expenditures took place; and
   (b) a record of the assets held and any monies owned by the Pre-school.

9.3 At each meeting of the Committee the Treasurer shall normally present an up to date written statement of accounts to the committee.

9.4 All accounting records relating to the Pre-school shall be available for inspection by any member of the Committee at any reasonable time during normal office hours and may be available for inspection by Members at the discretion of the Committee.

9.5 The Pre-school may open one or more bank accounts. All bank accounts will be in the name of the Pre-school.

9.6 Cheques and order for payment of money from these accounts shall require to be signed by two designated persons, one of whom shall be an Officer unless the Committee shall decide to allow cheques
and orders for small amounts set by the Committee to be signed by a single signatory. A duplicate of all bank statements should normally be sent to the Chair.

10 Minutes
10.1 The Committee will keep minutes of all proceedings at meetings of the Pre-school and of the Committee.

11 Dissolution
11.1 If the Committee resolves that the aims of the Pre-school can no longer be fulfilled, the Committee will convene an Extraordinary General Meeting of the Pre-school to consider the winding up and dissolution of the Pre-school.

11.2 If the Extraordinary General Meeting referred to in paragraph 11.1. decides by a two thirds majority of the Members present and voting that the Pre-school should be wound up the Committee in consultation with the Pre-school Learning Alliance shall transfer all the assets of the Pre-school (subject to the satisfaction of all debts and liabilities of the Pre-school) in accordance with paragraph 11.4.

11.3 If at the Extraordinary General Meeting a quorum is not present within 1 hour of the time appointed for the meeting then the meeting will be adjourned to the same day of the next following week at the same time and place. If at the adjourned meeting a quorum is again not present within 1 hour of the time appointed for the meeting then the Members present shall constitute a quorum.

11.4 If the Pre-school is wound up or dissolved and after all of its debts and liabilities have been satisfied there remains any property or assets these shall not be paid or distributed amongst the Members of the Pre-school but shall be applied in one or more of the following ways:

(a) transferred to the Pre-school Learning Alliance, or, with the agreement of the Pres-school Learning Alliance, to another pre-school established as a charity whose governing instrument prohibits the distribution of income and property to an extent at least as great as is imposed on the Pre-school and whose objects are similar to those of the Pre-school; or

(b) in such other manner consistent with the charitable status of the Pre-school as the Pre-school Learning Alliance and the charity Commission have approved in writing in advance.

12 Indemnity
12.1 Subject to the provisions of the Charities Acts, every member of the Committee shall be indemnified out of the assets of the Pre-school against any liability incurred by him/her in defending any proceedings, whether civil or criminal, in which judgement is given in his/her favour or in which he/she is acquitted or in connection with any application in which relief is granted to him/her by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Pre-school.

Pre-school Learning Alliance Membership Number 372070

This Constitution was approved by the Members of Bozeat Pre-School Playgroup at a General Meeting held on 26th March 2007.

Signed (Chair): ---------------------------------------------

Signed (Secretary) ---------------------------------------------

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BOZEAT
PRE-SCHOOL
PLAYGROUP

PROSPECTUS
2007/2008

A warm welcome awaits you and your child
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Introduction

Bozeat Pre-School Playgroup
Mobile No. 07771 884118
Registered Charity No. 1063602/0

Bozeat Pre-School Playgroup is a non profit making charity managed by a committee of parents and friends who are elected each year at the Annual General Meeting. The Playgroup is a member of the Preschool Learning Alliance and is registered and liaises closely with Northants Early Years & Childcare Service. We are also regularly inspected by OFSTED.

Our last OFSTED inspection took place in June 2005, when the provision was found to be good in all areas. The report states “children develop confidence and self esteem because staff encourage and praise children in their play and learning. They are excited and motivated to learn because activities are stimulating and well organised.” A copy of the OFSTED report is on display at Playgroup.

The Playgroup has a close working relationship with Bozeat Primary School. This helps to ease the transition to school once the time comes. During your child’s last year in Playgroup there will be a number of occasions where the children visit the school and engage in joint activities with the reception class.

Children are able to attend Playgroup from the age of 2 years and 9 months until they start school. Bozeat Pre-School Playgroup is a community Playgroup run for and by members of the community of Bozeat.

Session Details
Playgroup opening hours/sessions are as follows:

Monday to Friday:  Mornings  9.00am to 12 noon
                  Afternoons 12.30pm to 3.30pm

Up to five sessions may be requested (only one session per day) and these are allocated according to availability and our current admissions policy. We are working towards implementing the requirement to provide 5 hours sessions on 3 days a week.

Our Waiting List/Admissions Secretary will be pleased to advise.

Our intake is divided into two academic years:

Mini Jacks – children in their first academic year at Playgroup.
Jumping Jacks – children in their last academic year at Playgroup.
Fees

A single registration fee of £10 is payable and this will be added to your first invoice.

Playgroup session fees are currently:

Under 3 years: £5.00 per session
3 years and over: £9.07 per session in line with LEA funding.

Once your child reaches the age of 3, they should qualify for funding by the Government. The funding starts at the beginning of the term following the child’s 3rd birthday. You should be contacted automatically by the relevant committee member to arrange your funding, but if you have any concerns please contact the Chairperson.

Fees are usually payable in advance at each half term and secure your child’s place within the Playgroup. Fees are not reduced for holidays, illness or other absence. If you prefer to pay monthly or weekly, then please speak to the Fees Secretary who will be happy to organise this for you.

If your family should experience financial difficulties, please contact the Chairperson who may be able to arrange a confidential revision of the fees under special circumstances. There may also be other financial help available with fees for low income families.

Bozeat Pre-School Playgroup reserves the right to review and increase fees as and when necessary. Any changes will be notified to parents in writing.

Rota for Volunteer Helpers

The Rota is an integral part of our Playgroup. Involvement in Playgroup is beneficial to you, your child and the setting. Sharing your child’s experiences in Playgroup shows them that their time here is valued, which in turn has a positive effect on their self esteem. Through this opportunity parents can see for themselves and feel re-assured that their child is learning and making new friends. We therefore encourage parents to take an active part.

Playgroup is always looking for new experiences to enhance the children’s time here. If you have a skill, hobby or interest that you could share, please speak to a member of staff. You may bring younger siblings with you at the staff’s discretion. Pregnant mums will be exempt from rota for 28 weeks in total; we suggest 12 weeks prior to the birth and 16 weeks after. This is of course at your discretion, and if you wish to continue Rota during this time you will be more than welcome. Should you be unable to participate you may opt to pay the £15 levy which pays for a member of staff to cover the session for you. Please remember that relatives etc can cover your rota for you.
Staff

Play Leader: **Helen Lamb** - Helen started at Playgroup in Sept 2002 as an assistant. She was promoted to Deputy in October 2004 and Play Leader in February 2005. Helen holds a Diploma in Pre-School Practice (level 3) and has completed all core training. She is our SENCO (Special Educational Needs Co-ordinator.) Helen is married to Chris and has 2 children who attend Bozeat Primary School. She lives in the village and enjoys being involved in the community.

Deputy: **Sandra Millin** – Sandra started at Playgroup in March 2004 as a Playgroup Assistant and was promoted to Deputy in February 2005. Sandra holds a Certificate in Pre School Practice (level 2) and is now studying for her level 3 Diploma in Pre-School Practice. She has also completed most of the core training.
Sandra is married to Adrian and has 2 children. Oliver attends Bozeat Primary School and Alice is in her second year at Wollaston School.
Sandra has lived in the village for 18 years, during which time she has played an active role in fundraising for both the Playgroup and school.

Assistant: **Sharon Walding** – Sharon started at Playgroup in February 2005. She lives in Rushden and has twin boys, James and Owen, aged 6. She helps out in Year 1 at their school on a weekly basis if time allows.
Since starting at Playgroup she has been on many training courses relevant to the Playgroup and childcare and has now completed her Certificate in Pre School Practice (level 2). She is currently studying for her level 3 qualification.

Assistant: **Michele Parker** – Michele recently moved into the village from out of the area and joined us in April 2006. She is married to Michael and has three children aged 8, 6 and 4 who all attend Bozeat School. She has had several years experience working with children from birth to 5 years. She has begun her core training and began her Level 2 Certificate in Pre-School Practice in January 2007.

Assistant: **Michelle Harrison** – Michelle joined the team in January 2007 as bank staff and is working on achieving CASHE Level 1 – Getting Started in a Pre-School Setting before moving onto to further training. She has lived in the village for over 13 years, is married to Simon and has an 8 year old son Jack who attends Bozeat School.
The Committee

Officers of the Committee:

Chair :              Karin Hensman
Secretary:  Nicola Smith
Treasurer:  Eileen Buckman

Committee Members: Anne Bryant    (Rota Secretary)
Lucy Tompkins    (Fund raising)
Bethan Courtman  (Newsletter)
Nicki Maycock    (Health and Safety)

Waiting List: Nicola Smith

Committee Members hold an Enhanced Police Clearance Certificate which ensures that they are safe to work with children.

The Annual General Meeting

The committee is made up of a maximum of 12 members. Each year an Annual General Meeting is held. Parents and friends of the Playgroup are invited to join the meeting and the new Committee is elected. The AGM is usually held shortly after the start of the Autumn Term.

Fundraising

Fundraising is an essential part of Playgroup life. As a charity, we make no profit. All monies are put back into the group for the benefit of the children. Government funding for Playgroup continues to be minimal and so active fundraising can and does provide extra equipment, toys and money for future projects. We are constantly grateful for the support given in time and money to our fundraising events and are always seeking new ideas for additional fundraising.

Fundraising is an excellent way of meeting new people, so if you feel you can help in any way, please contact a member of Committee. You do not need to be on the Committee to help with fundraising.
Aims and Values

Bozeat Pre-School Playgroup’s Mission Statement is:

“To provide high quality, affordable and accessible childcare in a safe and supportive environment to children aged two years nine months to five and to work in partnership with families in the provision of this childcare”.

The main aim of Bozeat Pre-School Playgroup is to provide a friendly, fun filled and stimulating environment where the children feel both safe and valued.

We aim to:

- Encourage the emotional, social, physical, language and intellectual development of children.
- Promote the welfare of children.
- Encourage the children’s positive attitude to themselves and others and develop confidence and self esteem.
- Create opportunities to play and learn through play, to have fun and make friends with other children and adults.
- Plan activities and experiences based on the foundation stage of the national curriculum.
- Encourage children to explore, appreciate and respect their environment and other people.
- Provide opportunities to stimulate interest and imagination.
- Extend children’s abilities to communicate ideas and feelings in a variety of ways.
- Provide equal opportunities for all staff and children irrespective of gender, creed, race, colour or ethnic origin/abilities.
- Work in partnership with parents and the community to enhance the quality of the children’s learning and welfare.
- Pursue the personal and professional development of all staff according to identified needs.
- To make the children’s transition into school as smooth and natural as possible.
Learning at Playgroup

Much of what the children do at Playgroup is based on a curriculum which enables children to progress towards the early learning goals of the Foundation Stage. The curriculum is based around six main areas of learning:

- Communication, language and literacy
- Personal, social and emotional
- Mathematical
- Knowledge and understanding of the world
- Physical
- Creative

Playgroup sessions are filled with activities and experiences for the children that will enable them to develop. Each of the activities will have an underlying educational purpose but the total emphasis is on FUN and learning through PLAY. This has been shown to be the most beneficial way for a child to learn and develop interests.

Newsletters are produced at the beginning of each term to keep parents informed of each term’s themes. Children are encouraged to bring in an item relating to the current topic which is displayed and discussed with the other children during the session. Detailed curriculum plans are displayed on the notice board.

Keyworkers

Bozeat Pre-School Playgroup operates a keyworker system whereby each family within the Playgroup is allocated a member of staff who takes a special interest in their needs and the child’s development. Their observations provide a valuable insight for the reception class teacher when the child moves up to school. The two way flow of information between home and setting is essential if a child is to reach their full potential.

Each child has an assessment book which your child’s keyworker will update regularly.

Special Educational Needs

Bozeat Pre-School Playgroup aims to provide equality of opportunity to all children. Each child is encouraged to progress at their own rate. We work in liaison with other professionals and operate in accordance with the Government’s Code of Practice. If you would like to discuss your own child’s particular needs, please speak to the Play Leader.
**General Information**

**Settling In**

We look forward to meeting you and your child. You are very welcome to visit Playgroup for 2 sessions prior to your child starting. This can be arranged by ringing the Playgroup mobile and arranging a suitable day with the staff or by ringing the Waiting List Secretary during holiday periods.

When your child starts, parents / carers are welcome to stay as long as they like. Some children will settle immediately, whilst others may benefit from a familiar face for a few sessions.

We would prefer that children are toilet trained prior to starting Playgroup and not using day time nappies. If you have any concerns regarding the stage of your child’s toilet training and are unsure whether this will affect them starting Playgroup, please either telephone or call in to speak to a member of staff who can advise you, prior to your child’s start date.

**Policies**

Bozeat Pre-School Playgroup has formulated a number of policies covering many aspects of our work within Playgroup. These policies are reviewed annually and comments are always welcome. A policies file is available for you to review at Playgroup. If you would like your own copy, please let us know.

**Comments and Complaints**

We seek to offer a Playgroup of the highest possible standard and will welcome comments and suggestions which could help improve our work. A suggestion box is available for your use. You may always speak to any member of staff if your Keyworker is unavailable.

If you have concerns of a more serious nature that specifically relates to your child, please speak to your child’s Keyworker or to the Play Leader in the first instance. If the problem cannot be resolved after speaking to your child’s Keyworker or Play Leader, then contact the Chairperson. For more general concerns, please feel free to speak to any member of staff or any member of the committee.
What's the most appealing aspect of Jack in the Box Playgroup?

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<th>Views</th>
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<tr>
<td>Other</td>
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</table>

What's the most appealing aspect of Jack in the Box Playgroup?

- Location
- Links with Bozeat Primary School
- Cost
- Session Times
- Other
What would make Jack in the Box playgroup more appealing for you and your child?

Number of Parents Views

- Longer Sessions
- Clubs: Breakfast/Lunch
- Purpose
- Built Premises
- Better Equipment
- Secure Play Area
- Don't Know

Options

How many parents want Longer Session Times and When?

- 8.00am - 6.00pm
- 9.00am - 1.00pm
- 9.00am - 5.00pm
Do you send your child to Jack in the Box or to a nursery/playgroup outside the village?

Number of Children

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<td>Children who attend Jack in the Box</td>
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<tr>
<td>10-15</td>
<td>Children who are too young to attend Jack in the Box but will</td>
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<tr>
<td>20-25</td>
<td>Children are too old and are at school</td>
</tr>
<tr>
<td>25-30</td>
<td>Children who attend other playschools</td>
</tr>
</tbody>
</table>

Pie Chart:

- **Children who attend Jack in the Box**
- **Children who are too young to attend Jack in the Box but will**
- **Children are too old and are at school**
- **Children who attend other playschools**
What would parents be prepared to pay for Lunchtime Club to extend the session by One Hour?

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<thead>
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</tr>
<tr>
<td>Other</td>
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</table>

What would parents be prepared to pay for Lunchtime Club to extend the session by One Hour?
Would it be of interest if your child could have a Hot Dinner - Supervised?

Number of Parents Views

<table>
<thead>
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<tr>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

Would it be of interest if your child could have a Hot Dinner - Supervised?

- Hot Dinner: 14 views
- No: 10 views
- Other: 2 views
How many parents want increased sessions?

Number of Sessions Per Week:
- Two Sessions Per Week
- Five Sessions Per Week

How many parents want increased sessions?

- Two Sessions Per Week
- Five Sessions Per Week
Do you think Jack in the Box has an Important Role to play within the village?

Options

Number of Parents Views

Yes 25
15
10
5
0
No

Do you think Jack in the Box has an Important Role within the village?

Yes
No
End of Document
Policy 13: General Sustainabe Development Principles ....

Development should meet the needs of residents and businesses without compromising the ability of future generations to enjoy the same quality of life that the present generation aspires to. Development should:

Meet needs

a) Incorporate flexible designs for buildings and their settings, including access to amenity space, enabling them to be adapted to future needs and to take into account the needs of all users;

School: The building was found suitable for the need at the time of the first application. It is bounded by three boundaries and looks into open playground on the fourth. It takes in the needs of the users.

b) Seek to design out antisocial behaviour, crime and reduce the fear of crime by applying the principles of the “Secured by Design” scheme;

School: The building is secure in its location and crime has not been an issue over the five years of its placement.

c) Maintain and improve the provision of accessible local services and community services, whilst focusing uses that attract a lot of visitors within the town centres;

School: The building is in a village with a minimal bus service. It is for local school and no need of visitors.

d) Have a satisfactory means of access and provide for parking, servicing and manoeuvring in accordance with adopted standards;

School: The building is accessed from an existing school car park. Parking is not required for the users as they are all pre-school.

e) Be designed to take full account of the transport user hierarchy of pedestrian-cyclist-public transport-private vehicle, and incorporate measures to contribute to an overall target of 20% modal shift in developments of over 200 dwellings and elsewhere 5% over the plan period;

School: Pedestrian and cycle transport is not required for the users as they are all pre-school.

f) Not lead to the loss of community facilities, unless it can be demonstrated that they are no longer needed by the community they serve and are not needed for any other community use, or that the facility is being relocated and improved to meet the needs of the new and existing community;

School: This pre-school facility is not in competition with any other facility and forms an integral part of the education and community facility

g) Not lead to the loss of open space or recreation facilities, unless a site of equivalent quality and accessibility can be provided, serviced and made available to the community prior to use of the existing site ceasing.

School: It is an existing use that requires no additional space.

Raise standards

h) Be of a high standard of design, architecture and landscaping, respect and enhance the character of its surroundings and be in accordance with the Environmental Character of the area;

School: It is an existing building approved originally as a modular building and its use was so important at that time. That need continues, but the architecture and character of the design was not high in the first instance. It is however adequate for its placement and surrounding features.

i) Create a strong sense of place by strengthening the distinctive historic and cultural qualities and townscape of the towns and villages through its design, landscaping and use of public art;

School: Not applicable.

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j) Be designed to promote healthier lifestyles and for people to be active outside their homes and places of work;

School: Not really applicable. It enables mothers to go to work to manage a family.
k) Allow for travel to home, shops, work and school on foot and by cycle and public transport.

**School:** Not applicable, users are all pre-school.

Protect assets

I) Not result in an unacceptable impact on the amenities of neighbouring properties or the wider area, by reason of noise, vibration, smell, light or other pollution, loss of light or overlooking;

**School:** None of these issues are compromised.

m) Be constructed and operated using a minimum amount of non-renewable resources including where possible the reuse of existing structures and materials;

**School:** It is an existing building and needs no additional resource.

n) Not have an adverse impact on the highway network and will not prejudice highway safety;

**School:** It does not.

o) Conserve and enhance the landscape character, historic landscape designated built environmental assets and their settings, and biodiversity of the environment making reference to the Environmental Character Assessment and Green Infrastructure Strategy;

**School:** It is an existing building and does not add to, or take away any character.

p) Not sterilise known mineral reserves or degrade soil quality;

**School:** It does not.

q) Not cause a risk to (and where possible enhance) the quality of the underlying groundwater or surface water, or increase the risk of flooding on the site or elsewhere, and where possible incorporate Sustainable Drainage Systems (SuDS) and lead to a reduction in flood risk.

**School:** It does not.

**FUNDING and COMMUNITY VALUE**

The building was funded in the first instance with great difficulty. The needs of the pre-school facility was huge at the time and this building has maintained a high standrad of education to the young children of the local community.

A modular building was chosen because of its cost. The space that it provides with such a minimal impact on resource and materials has been quite efficient. The building met the current standards of Building Regulations at the time of installation.

Regarding the possibility of a permanent structure; is at present virtually impossible. The financial collapse generally, the decrease in funding and the level of voluntary contributions disappearing, has made this option very difficult to perceive. The building is likely to have a good life of 25 years, given good maintenance, and this 10 year application will be around two thirds of its life.

The school and preschool are working together as part of the community to provide high quality education for the under threes to eleven year olds. The school and preschool have developed strong links over the past 2 years to create a feeling of an onsite nursery provision with many opportunities for joint learning opportunities. This is very important work within a village community to ensure that the families are served in the highest possible way maintaining the integrity of the village. It is vital that the village of Bozeat can provide high quality services in the area of education as part of its long term stability.

The preschool provides high quality education for many children, some of these children would not have access to this kind of facility due to transport issues which exist in a village location. All of preschool children who are school age in September will start at the school this year this is a reflection of the work that the two organisations have carried out as both facilities have seen a steady rise in pupil numbers. The preschool is now open full time and many sessions are full showing the great need for this service within the community. It is therefore essential that we have the facilities provided by the building maintained.

The value to the community is enormous and has the support of the local Parish Council.