



# people

Annual Report 2024 - 2025



## Contents

Highlights 2024 - 2025.....	4
Trustees' annual report for the charity People.....	6
Executive Summary.....	7
Auditor's Report.....	36
Consolidated Statement of Financial Activities..... (Including Consolidated Income and Expenditure Account)	40
Consolidated Statement of Financial Position.....	41
Consolidated statement of Cash Flows.....	42
Notes to the accounts.....	43

# 1,803



1,803 practitioners trained to deliver the Peep Learning Together Programme.

# 21,636



21,636 additional families supported to make the most of everyday learning opportunities.

# 183



183 practitioners trained to deliver the Peep Antenatal Programme.

# 1,830



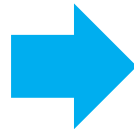
1,830 additional families supported to develop healthy bonding and attachment.

# 87



87 parents supported to gain an adult learning qualification through the Peep Progression Pathway.

72



72 children nurtured at Little People Nursery in Littlemore, Oxford.

811



811 families in less affluent areas of Oxfordshire supported to make the most of the learning opportunities in everyday life.

1,268



1,268 children gifted the magic of reading with a free book each month from birth to five through our partnership with Dolly Parton's Imagination Library.

32



32 practitioners trained to deliver Peep programmes in Kenya



Peep programmes promoted across Australia by Playgroup Victoria.

Refined **Peep Exploring Together**, a programme to support the foundations of **STEM (Science, Technology, Engineering and Maths)**.



# Trustees' annual report for the charity People

## Executive Summary

The trustees have pleasure in presenting their report and the financial statements of People for the year ended 31 March 2025. The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd, in 2024-25 was £1,896,683 (2023-24: £1,575,930). Total expenditure of the Group in the year 2024-25 was £1,677,953 (2023-24: £1,446,565) giving a surplus overall of £218,730. Peep Learning Ltd achieved a surplus of £286,244 (up from £270,158 in 2023-24) before making a donation to People.

Peep Learning Ltd develops and sells training, materials and consultancy to support other organisations to use the Peep Learning Together Programme, and other Peep programmes across the UK. Profits are passed to the charity by donation at the discretion of the directors of Peep Learning Ltd. In 2024-25 £270,038 was transferred by donation to the charity. The fluctuation in Peep Learning Ltd turnover year-on-year reflects the unpredictability of training income which is related to the spending power of local authorities who are our main customers. In 2024-25 turnover from Peep Learning Ltd included a substantial amount of training delivered to Westminster government-funded Family Hubs.



# Welcome to our Annual Report 2024 - 2025

It's a pleasure to introduce Peeple's Annual Report for 2024-25. It has been a year of growth, innovation, and deepening impact.

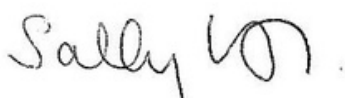
At Peeple, we know that the earliest years of life are a time of extraordinary potential. Every cuddle, chat, song, and story helps build the brain, laying the foundations for lifelong learning, wellbeing, and resilience. Our mission is to support parents\* and practitioners to make the most of these everyday moments - because they truly matter.

This year, we trained over 2,000 practitioners across the UK, equipping them with the skills and confidence to support families in nurturing their children's development. Funded by the Scottish Government, we trained practitioners from across sectors in 11 local authorities from Shetland to Dumfries and Galloway. We also launched the Peep TALK programme, designed to help families with children with speech and language delay - an important resource that's already making a difference.

Closer to home, our frontline services in Oxfordshire reached more families, offering practical support and encouragement during the crucial early years. Whether through group sessions, home visits, or community partnerships, we've seen first hand the power of connection and shared learning.

As we look to the future, we know that the landscape is changing. Technology and AI are reshaping how we live, learn, and communicate, bringing both challenges and exciting opportunities. At Peeple, we're committed to exploring how these tools can enhance, not replace, the human relationships at the heart of early development. We'll continue to innovate while staying rooted in what we know works: warm, responsive interactions and strong partnerships with families.

Thank you to everyone who has been part of our journey this year. Our work would not be possible with the support of our colleagues, partners and our generous funders. We really appreciate working with you - and our shared commitment to making a difference where it is needed most.



Sally Smith  
CEO



David Bailey  
Chair of Trustees

\*We use the term parents throughout this report to include anyone with parental responsibility for the children in their care

# people

## Vision

Every family makes the most of day-to-day learning opportunities which improve children's outcomes and help narrow the gap in attainment.



## Mission

People exists to help parents improve their children's life chances, particularly in less affluent areas, by making the most of everyday learning opportunities at home and in the community. We aim to narrow the gap in attainment by supporting parents in raising their babies and young children to reach their full potential.

We do this by developing interventions which support parents as their children's first educators, by training practitioners to work with families, and by supporting the implementation of our programmes. We also deliver services directly to families, including early education and childcare, and help parents to gain qualifications which lead to further learning, volunteering, or employment. In addition, we contribute to research and policy development in early years education.

## Principles

We believe that relationships are at the heart of learning.

We believe in the potential of every parent, every carer, and every child.

We recognise parents and carers for what they already do and help them to do more.

We believe that lives can be transformed by building on everyday learning experiences.

We recognise the importance of reflecting on the world through the eyes of others.

# Our values

“Our whole staff away day on 23 October 2024 was a great success. We had energetic collaboration from everyone there. Our aim was to decide what is most important to us all about our values. These are the things we share that we hold most dear. They are about the way we do things in Peepo, and the way we treat each other, our families and our partners.

We were curious and listened and learned from each other as we wrote, made collages and one group even sang, as we all joined in with gusto.

We gathered all these valuable insights, kept and studied them, and compiled a list of the 64 most important, most frequently occurring words we had contributed.

We gathered a group of staff and trustees to be courageous and challenge one another on which were the most important themes within these 64 words. We had to be kind to each other as we chose the four areas which represented how we are and what we believe about ourselves.”

David Bailey, Chair

## Collaborative



## Curious



## Courageous



## Kind



# Why our work is needed

**Brains are built, not born.** From the beginning, even before birth, children's brains grow and strengthen through the interactions they have with the people around them. Every word, touch, smile, and shared moment helps to shape vital neural connections. The more sensitive, responsive, and dependable these interactions are, the stronger the foundations for learning, wellbeing, and resilience.

**Relationships really do matter.** They are the building blocks of healthy development.



However, even by 15 months, differences in children's development can be seen between those growing up in more and less advantaged circumstances. By the age of five, these gaps often widen and, without the right support, they can continue to shape opportunities and outcomes throughout life.



As a group, children who start life less well-off tend to have poorer health, fewer qualifications, and less economic security as adults. These are challenges that can pass from one generation to the next.

The single biggest predictor of social mobility for children from lower-income families is vocabulary at age five. Those who start school with a wider vocabulary are more likely to do well in education and beyond. The home learning environment, the everyday things parents do with their children, is also crucially important.

**Singing together, chatting during everyday routines, playing, and sharing books and stories are seemingly little things which can make a big difference.**



**Books are brilliant for brains. They spark imagination, build empathy, and open doors to new ideas and worlds.**

Children who have a favourite book and share stories regularly are more likely to become confident readers and writers. One study found that children who were read to regularly at age five were significantly less likely to experience poverty by the time they were 30.

**When parents understand more about how their children develop and learn - and when they believe they can make a difference - the effects are powerful and lasting.**

These benefits don't just stay with one generation; they ripple forward, shaping the parents of the future.

The legacy of the pandemic continues to affect many families, particularly those already facing disadvantage.

Early intervention to help families build strong relationships and positive learning opportunities from the start is essential. It is the most effective way to support children's development and also the most cost-effective.

**Prevention is far better than cure.**

- 1 To train and accredit more practitioners to support families with their young children's learning and development.
- 2 To provide support for trained practitioners to implement Peep Programmes.
- 3 To accredit more parents with Peep Progression Pathway qualifications.
- 4 To support more families in Oxfordshire.
- 5 To provide high quality early education and care at the Little People Nursery.
- 6 To develop new interventions and to extend the Peep Learning Together Programme resources.
- 7 To share evidence and good practice with the Early Years sector, policy makers and researchers.
- 8 To ensure good governance, management, and infrastructure.

# Achievements and Impact

1

## To train and accredit more practitioners to support families with their young children's learning and development

**153** Peep Learning Together Programme Training courses were delivered to practitioners from around the UK and Ireland. Many were funded by the Best Start Family Hubs initiative or by the Scottish Government.

**1,803** practitioners were trained to deliver the Peep Learning Together Programme, including 192 from Scotland.

**21,636** (approximately) additional families were supported by delivery of the Peep Learning Together Programme.

### North Lincolnshire Council

It was truly inspiring to hear the presentations from each organisation, all delivering support and interventions in their own unique way but each working in line with the Peep principles. In every case there was a positive and demonstrable impact on the lives of children and families, which fit with our Council aim to ensure every child gets the best possible start in life and is school ready at the appropriate time.

North Lincolnshire Assistant Director for Education



I thought the training was very informative with a good mixture of group discussions and instructor led. I feel more confident to deliver antenatal sessions.

Child and Family Play and Learning Worker,  
Cumberland Family Hubs



**183** practitioners trained to deliver the Peep Antenatal Programme. They supported 1,830 (approximately) families to develop strong bonding and healthy attachment relationships.

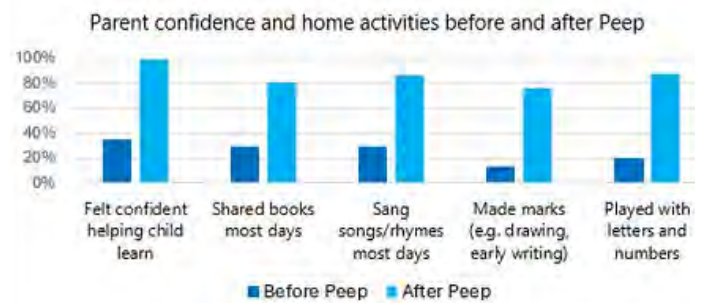


**45** practitioners awarded 'Supporting Parents and Children to Learn Together', a Level 3 qualification awarded by AIM, to quality assure delivery of the Peep Learning Together Programme.

During the year to March 2025, Hackney practitioners ran six-week Peep Learning Together groups in 26 children's centres, hubs, nurseries and schools across the borough. 216 families attended the groups, mostly with three and four year old children. Nearly two-thirds lived in areas of high deprivation. Attendance was excellent, with families attending on average five out of six sessions. This level of engagement reflects the strong relationships formed between practitioners and parents.

The outcomes are striking:

- parents' confidence about supporting their child's learning and development rose from 35% before Peep to 99% afterwards.
- 94% said Peep helped them support their child's early language development.



Everyday home learning activities also increased:

- reading or sharing books rose from 29% to 81%.
- singing songs or rhymes together up from 29% to 87%.
- making marks and playing with letters and numbers saw similar increases.



Since doing these activities, I have noticed a change in his speech and he expresses his feelings more than before. I use the '5 steps' and it helps me understand my child more and he understands me more too.

Parent, Comet Nursery and Children's Centre



The Peep Learning Together groups across Hackney Family Hubs clearly demonstrate how a partnership approach helps children to thrive. The practitioners used their skills and experience to create welcoming, non-judgmental groups for families.

They selected topics from the Peep Learning Together Programme that were most relevant to their local families and parents engaged with the ideas about child development, trying things out at home and sharing their experiences with each other - their willingness was reinforced as they noticed the difference it made to their child's talking, playing and learning, and - just as importantly - to their parent-child relationship.

## The Families Learning Together project

is funded by the Whole Family Wellbeing Fund in response to the Government's vision

for Scotland 'to be the best place in the world to grow up'. It supports improved attainment as well as excellence and equity leading to positive family outcomes. We delivered training in Peep programmes to practitioners across sectors in 11 local authorities from Shetland to Dumfries and Galloway.



Scottish Government  
Riaghaltas na h-Alba



I am now a trained Peep Practitioner thanks to the Families Learning Together Project. Peep is a fantastic opportunity to help parents gain skills to support their child's learning, but it also encourages parents to think about their own learning. I have seen parents who have completed the Peep Progression Pathway move into employment as learning assistants and to college to undertake qualifications in Early Childhood studies. Without Peep I wonder what those parents would be doing now! Peep programmes certainly have the ability to change lives!

Nursery Practitioner, Scotland



Playgroup  
Victoria

The Peep Learning Together Programme was promoted across Australia by **Playgroup Victoria** with 166 practitioners trained. This year the Peep Antenatal and Peep TALK programmes were added to the licence agreement.

In a new partnership, 32 practitioners funded by **Kenya Connect** were trained to deliver Peep programmes in Wumunyu community in Machakos County, Kenya. 300 parents attended an education session delivered by Peep trainers.

Kenya  
Connect



# 2

## To provide more support for trained practitioners to implement Peep Programmes

Welcome to Peep in Practice



share - listen - learn

Peep in Practice sessions were delivered online for trained practitioners to share ideas and learning based on their delivery Peep programmes.



We are just starting up so it's great to hear from others some of the things that have worked for them - also reassuring to hear to start small.

Peep Practitioner



Peep Champion meetings were facilitated termly for managers responsible for the strategic implementation of Peep programmes in their area.

Practitioners were supported via the login area of the Peep website (40,000 visits), and with posts on social media and a closed Facebook group.



# 3

## To accredit more parents with Peep Progression Pathway qualifications

The Peep Progression Pathway is a suite of qualifications for parents embedded in the Peep Learning Together Programme. The qualifications are credit-rated by the Scottish Qualifications Authority at SCQF levels 3, 4 and 5, equivalent to Entry 3, Level 1 and Level 2 in the rest of the UK.



A Pathway qualification can be the first step for parents into volunteering, training, or employment.

This year:

- **87** parents gained an adult learning qualification from the Peep Progression Pathway.
- **38** practitioners trained to deliver the Peep Progression Pathway.



I learned about ways babies interact and communicate that I never thought before and it helped me think about and understand ways I could help him learn.

Parent, ScotBorders



Peep has made me more aware of how I can support my child with their early maths knowledge, I wasn't aware that babies could learn maths concepts from this young age.

Parent, Midlothian



# 4

## To support more families in Oxfordshire.

This year we supported 811 families from The Leys, Rose Hill, Littlemore and Berinsfield in Oxfordshire to make the most of the learning opportunities in everyday life.



We delivered:

- **seven** Peep Learning Together baby groups per week, attended by 79 families.
- **three** Peep Learning Together Toddler groups per week attended by 52 families.
- **one** Peep Learning Together group for multi-language families attended by 15 families.
- **one** Peep Learning Together group per week for families with Special Educational Needs or Disabilities (SEND) attended by five families.



Peep has opened my mind to creative activities to do at home that are inexpensive and easily accessible. We also enjoy songs and doing actions.

Parent



Since I started Peep I talk more with my daughter about what is in the book we are looking at - not just the words. We sing loads and I am beginning to feel more confident with messy play.

Parent





The Peep Dolly Parton's Imagination Library is a partnership between People and the Dollywood Foundation. It gifts a book per month to every registered child, from birth to five years of age, living in The Leys, Littlemore, Rosehill and Berinsfield areas of Oxfordshire. This year:

**1,219** children received books through the Imagination Library.  
**11,479** books were delivered bringing the total number delivered since the library began to **81,821**.



I LOVE Imagination Library! My little girl likes the book so much because she wants to watch the picture in the book and she likes to hear stories

We read together and it really helps.

Parent



The books have helped build up a library at home; nurturing a love of books from a young age, supporting a growing imagination and introducing letters having a meaning behind them.

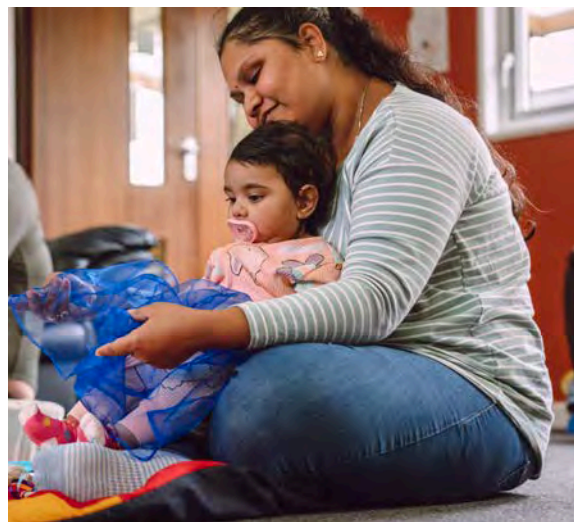
Parent



**"You can never get enough books into the hands of enough children."  
-Dolly Parton**



**Growing Minds** is an innovative collaboration between Peeples, Home-Start Oxford and the Berin Centre. Since 2020 we have recruited 696 families who are offered support from birth to five, which includes Dolly Parton's Imagination Library, sustained one-to-one home visits, Peep Learning Together groups and a variety of other community-based activities. Growing Minds aims to narrow the attainment gap before school.



### Growing Minds is:

- **preventative** – starting from birth.
- **collaborative** – using local delivery agencies and a joined-up approach.
- **place-based** – in two areas of need – Berinsfield and Littlemore – building on strengths already within those communities.
- **evidence-informed and evidence-based** - using tried and tested interventions developed by experts.



What matters most to me is that my kids can see a difference in me. I'm so much calmer now. I have the headspace for them. I nearly lost them. I can see a real difference in them too. They're more settled and confident and are doing really well at nursery and school. I feel like a good mum and that makes me really proud. I'm so grateful to my support worker. I couldn't have done it without her. It's really changed my life for the better.

Parent



The Growing Minds annual survey found that:

- **100%** of parents shared books more than three times a week with their child.
- **100%** of parents who attended a Peep group said they were doing more with their child at home or out and about, and engaging in activities which they learnt about in groups.
- **90%** of parents engaged in 1-2-1 home-visiting support said they were coping better.
- **97%** felt that Growing Minds had improved their relationship with their child.



I am incredibly passionate about the Growing Minds project and the genuinely transformative impact it is having on our families and children. Together, school and Growing Minds create a school readiness pathway, identifying barriers that could impact children's early days at school – from potty training and self-help skills, such as putting on coats, to fine motor development – and addressing them in a planned transition from groups to the first days at school. Growing Minds is enabling every child's light to shine, building a stronger, fairer, and more connected community.

Katie Sreaton, Executive Head Teacher, John Henry Newman Academy



# 5 To provide high quality early education and care at the Little People Nursery

At Little People, our mission is to inspire a lifelong love of learning, helping children to thrive and reach their full potential. We create an environment where children are encouraged to explore, discover, and learn at their own pace. Through a blend of child-led play, guided experiences, and intentional teaching, we support each child’s unique learning journey. We believe in sparking curiosity and wonder – the magical moments that ignite a child’s natural desire to learn. Our team is dedicated to delivering high-quality teaching and learning experiences that nurture, support, and celebrate every child’s development.

“...he has been so happy at nursery – such a special place, although we are sad he is leaving a place he loves so much, we are truly grateful that it has given him such a great start in his learning journey.”  
Parent



Relationships are at the core of everything we do. We know that we play just a small, yet meaningful, role in a child’s life, and that parents are their first and most influential educators. We deeply value the trust families place in us and are committed to working in close partnership with them.

“You are an incredible nursery, always so loving and kind. We feel so fortunate that A has been in your care all these years, we can’t believe she is leaving as a child that can write her name when she started as a baby.”  
Parent



Using the **Peep Learning Together Programme**, we share practical ideas and insights with parents to help them make the most of everyday activities and play. We love hearing about those learning opportunities – and encourage parents to share them with us.

We warmly welcome parents into our setting to share their skills, interests, and experiences, enriching our community and enhancing the cultural capital of all the children in our care.



**Ofsted**

Staff are excellent role models for communication and language. They create a focus on fostering a love of books. Children enthusiastically choose books, which they share with their friends.

They enjoy chatting to adults, who skilfully introduce words and provide running commentaries alongside play. This contributes to children developing a broad vocabulary and becoming confident communicators.

Little People Manager, Lindsey Hart, was awarded manager of the month by Abingdon and Witney college, recognising her compassionate leadership, ability to bring out the best in her team, and her consistent focus on the wellbeing and development of every child in her care.

**Abingdon & Witney College**

Having observed Lindsey in action, it does not matter if you are a stressed parent running late, a tearful child or a member of staff who is having an overwhelming day, everyone gets the same individual care and attention.

Little People is a 44-place day nursery and pre-school for children aged six months to four years. Opened in 2018, it was built by Peep in partnership with The Oxford Academy and Oxfordshire County Council. This year, Little People was attended by 72 individual children.

# 6

## To develop new interventions and extend our Peep Learning Together resources



**Peep Exploring Together** supports the foundations of STEM (Science, Technology, Engineering and Maths). It helps practitioners and parents make the most of everyday experiences and play to spark early STEM thinking in very young children.

The programme has two parts: Exploring Together Training for practitioners and the Exploring Together Programme for parents, supporting them to build children’s curiosity, problem-solving and understanding of the world around them.



An independent evaluation by the Institute for Employment Studies and the University of Oxford found evidence of promise. Parents who took part reported improvements in their children’s:

- speech, language and early maths skills
- confidence, curiosity and independence

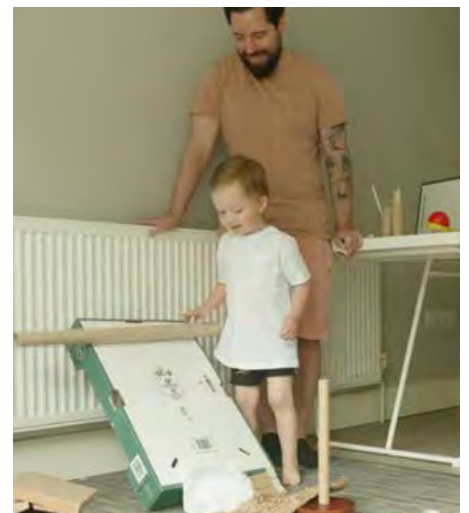
The evaluation also showed significant improvements in the Home Learning Environment for both maths and science.

This year, we refined the programme content and developed new digital materials to bring ideas to life for parents - helping them understand key concepts and try simple, playful activities at home.



We are grateful to the Charity of Sir Richard Whittington, for which the Mercers’ Company is corporate trustee, and to learning partners, SQW, for their ongoing support.

The project is part of the Mercers’ Company’s Early Years Special Initiative.



In the **Early Steps Together Project** we developed new digital resources to enhance the Peep Learning Together Programme and partnered with Learning with Parents to explore how their platform could be used to support families in the early years.



We created content for eight Learning Together topics, including:

- 16 short videos (introductions and activity demonstrations).
- supporting materials with songs, rhymes, story ideas, and activities from the Peep Learning Together Programme.

This project allowed us to:

- test how digital tools can complement in-person sessions.
- share content directly with families.
- gain insights into how parents and children learn together at home.



We found that:

- digital content adds value but needs to enhance, not replace relationships.
- access barriers exist for some families.
- creating quality digital resources takes time and expertise.
- adapting existing platforms for early years use was more complex than expected.



With thanks to the Ardian Foundation for the generous funding of this project



**The Peep TALK programme** was created in response to growing concerns about children's language development. It is an eight week programme which supports families to enhance their young children's speech, language, and communication through everyday interactions.



Designed for children aged 18 months to four years, it provides flexible sessions which can be delivered in groups or one-to-one. The programme is strengths-based and evidence-informed, created in collaboration with Speech and Language Therapists.

It empowers parents with practical strategies and resources to build their child's communication skills, especially during daily routines like mealtimes and play.

### Grounded in everyday interactions

One of the strongest aspects of **Peep TALK** is its focus on children's communication happening naturally in the home environment. As therapists we know that structured therapy programmes alone are less sustainable unless parents feel confident and enabled in those everyday interactions. Peep TALK gives families practical ways to embed communication-rich moments into daily routines.

### Parent and child together and strengths-based

The programme is designed for parents and their little ones to work together. It promotes a positive, non-judgemental, and interactive way of working with families, building on things they already do. Families feel valued, not judged. I often see parent anxiety around language delay; this kind of approach helps to reduce anxiety and replace it with agency and empowerment.

### Flexible early intervention

The fact that Peep TALK is a first intervention, or for families awaiting speech and language therapy, is a real asset. This means we can intervene earlier, embed the right messages, and increase the likelihood of better outcomes - before difficulties become entrenched.

### Evidence-Informed, practitioner-friendly resource

Peep TALK was developed with Speech and Language Therapists. This means the language is right, the targets make sense developmentally, and we're not having to retrofit a 'generic parenting programme' to communication needs. The support materials are exactly what busy parents and practitioners need.

### Observations from practice:

- Families who attended the sessions demonstrate clearer awareness of how their interactions shape language development – for example, describing what the child is doing and giving the child time to respond, rather than a barrage of questions.
- Parent confidence increases noticeably. I've seen families report they feel more relaxed about their child's communication growth, and more empowered with ideas for language-rich interactions.
- There is improved carry-over into everyday routines: mealtimes, bath times, play times become language opportunities rather than a separate 'therapy slot'. This is sustainable and realistic for families.
- Because the programme is flexible, we've been able to integrate it into mainstream early years settings and community hubs – supporting our aim of universal early years communication promotion rather than waiting for referral to a speech and language therapist.



## 7 To share evidence and good practice with the Early Years sector, policy makers and researchers

We held two **Learning Days** to reflect on the first five years of the Growing Minds project and to generate ideas for its future. In Oxfordshire, Growing Minds supports the county's focus on school readiness and aligns with its new status as a Marmot County, which aims to give every child the best start in life. We're looking forward to exploring how the project can contribute to the development of family hubs across the county.



The events brought together leading voices in early childhood research and policy, including Sally Hogg (PEDAL, University of Cambridge), Dr Dan Wuori (Early Childhood Policy Solutions), and Helen Hastle (Dollywood Foundation), who shared insights on child development, early literacy and support for families.

We are grateful to support from Balliol and Jesus Colleges for hosting these events.

**Growing Minds** was presented as an example of good practice at an early years summit organised by the Oxfordshire Inclusive Economy Partnership. Our CEO, Sally Smith, contributed to a panel entitled 'What children need to survive' with researchers from the University of Oxford and Brookes.

We presented at the **Early Years Special Initiative Symposium** organised by the Mercers' Company and the Education Policy Institute on our experience of developing, flexible online training for practitioners with our project partner, Sheringham Nursery and Children's Centre, Newham.



We continued to contribute to national conversations through the **Parenting Programmes Alliance** and the **Fair Education Early Years Working Group**. We also convened meetings for 40 strategic leads for family hubs delivering Peep programmes, to share best practice and strengthen peer support across local authorities and their statutory and third sector partners.

# Peep Learning Together Programme

**The Peep Learning Together Programme** aims to improve the quality of relationships between parents/carers and their children, and the quality of the Home Learning Environment, because both are shown by research to help children to do well in school and beyond. The Programme can be used flexibly - in the home, in universal or targeted groups, in drop-in sessions, in nurseries and schools - wherever families spend their time.

The Programme explains to parents about how babies and young children learn and develop, helping them build on what they are already doing at home to support their children's learning. It also promotes parental confidence, self-esteem, and social support.

- The Programme is based around five strands of learning: 1) personal, social & emotional development; 2) communication & language; 3) early literacy; 4) early maths; and 5) health and physical development.
- In each strand there are 15 different topics. These are listed on the strand map opposite.
- Practitioners use the topics to create sessions which are delivered to parents and children together. Each topic is aimed at one or more stages of development - babies, toddlers or pre-school. Each session includes discussion, songs and stories, as well as ideas and approaches for parents to try at home.
- The Learning Together Programme includes the Peep Progression Pathway; credit-rated units for adults, completed as part of their participation in the Programme.

## Evidence base

The Learning Together Study was a large-scale Randomised Controlled Trial of the Peep Learning Together Programme with 139 settings and 1,440 families. It was carried out by Queens University Belfast and funded by the Education Endowment Foundation.

## Improving outcomes for children and narrowing the attainment gap

Overall, the study found that the Programme made a made a positive difference of an additional two months' progress over a five-month period to children's early literacy development.

However, the Peep Learning Together Programme made the greatest difference to the most disadvantaged children, those eligible for Early Years Pupil Premium, who made four months' additional progress in core language skills, four months' additional progress in communication, and three months' additional progress in early literacy development.

Consistent with the Programme's Theory of Change, the study also found that the Peep Learning Together Programme had a positive effect on parents, who reported improvements in parental self-acceptance, the home learning environment, confidence in enjoying and playing with their child and their parenting knowledge and learning.

## Personal, Social and Emotional Development

### Personal and social development

- Knowing me, knowing you
- Helping babies feel good about themselves
- Helping children feel good about themselves
- Becoming 'me'
- The importance of names
- The importance of relationships

### Learning

- An introduction to ORIM
- The importance of support and encouragement

### Play

- Treasure baskets: babies making choices
- How children play
- Lots of ways to play and learn
- Schemas: making the most of play patterns

### Behaviour

- Making the most of routines
- Helping children to understand and manage their feelings
- Understanding and managing behaviour

## Communication and Language

### Early communication

- The very first language
- Early conversations
- Finding a voice
- Musical moments

### Speaking and listening

- Making sense of sounds
- Becoming a good listener
- Becoming a talker
- Talking and listening with children
- Thinking and talking

### Communication and language anywhere

- Play and language
- Imaginative play with puppets
- Things to do and talk about together
- Musical interactions
- Making the most of technology
- Talking maths

## Early Literacy

### Books and beyond

- Sharing books with babies
- Sharing books with toddlers and young children
- Making the most of favourite books and stories
- Our world in books
- Storytelling
- Exploring stories through play
- Home-made books

### Reading

- Environmental print
- Wonderful ways with words
- Becoming a reader

### Writing

- Mark making
- Exploring writing through play
- Becoming a writer

### Early literacy everywhere

- Lots to read and write about
- Literacy and technology

## Early Maths

### Fun with maths

- Mathematical babies
- Exploring early maths
- Maths in everyday routines
- Maths in books, toys and games
- Maths in songs and rhymes
- Mathematical adventures

### Numbers and counting

- Exploring numbers
- Number names
- Toddler numbers
- Let's count
- Numbers, numbers everywhere

### Maths everywhere

- A sense of order
- Shapes and patterns everywhere
- Sorting and matching
- Exploring measures

## Health and Physical Development

### Healthy living

- Food for life
- Exploring food
- Making the most of food and mealtimes
- Looking after 'me'
- Exploring nature

### Physical Development

- Physical development
- Babies on the move
- Exploring movement
- Musical movements
- Movement and language
- Building a brain

### Sensory development

- Early sensory experiences
- Making sense of the world
- Understanding our place in space
- Developing balance and co-ordination

## Financial Review

The gross income for the Group, comprising the charity and its trading subsidiary Peep Learning Ltd, in 2024-25 was £1,896,683 (2023-24: £1,575,930). Total expenditure of the Group in the year 2024-25 was £1,677,953 (2023-24: £1,446,565) giving a surplus overall of £218,730. Peep Learning Ltd achieved a surplus of £286,244 (up from £270,158 in 2023-24) before making a donation to Peep. The fluctuation in Peep Learning Limited turnover year on year reflects the unpredictability of training income which is related to the spending power of local authorities who are among our main customers. In 2024-25 this included a large amount of training delivered to Westminster government funded Family Hubs.

The charity's main expenditure is that of wages and salaries. Staff are recruited based on their specific skillsets to the various activities of the charity, and according to the requirements of grants received and trading activities. Most employment contracts are permanent, and the majority are part time, with fixed term contracts being offered where appropriate to reflect the requirements of the activities, thereby maximising value for money.

The charity's subsidiary company, Peep Learning Ltd (PLL), develops and sells materials, training and consultancy to support other organisations to use the Peep Learning Together Programme and our other programmes in different parts of the country. The main two-day training is known as the Peep Learning Together Programme Training. One-day training courses, the Peep Antenatal Programme, the Peep Progression Pathway and Peep TALK continue to be offered. Profits are passed to the charity by donation at the discretion of the directors of PLL. In 2024-25 £270,038 was transferred by donation to the charity.

### Reserves

The charity relies on human resources to deliver its work, and the trustees are conscious of the need to ensure that there are sufficient reserves available to provide for those resources in times of low funding or whilst new grant applications are being made.

The trustees consider that the minimum level of reserves should be three months of fixed costs. On this basis, the level of readily accessible reserves should be in the region of £310,000. As of 31st March 2025, the total unrestricted reserves were £623,476 (31.03.24: £388,550) and trustees have agreed to set aside £220,000 from unrestricted reserves in a designated premises development fund aimed at securing our own permanent premises.

A Finance Committee meeting takes place before each full board meeting, which reviews the level of reserves with these criteria in mind.

# Future plans 2025 - 2026

## Aims

- 1 To train and accredit more practitioners to support families with their young children's learning and development.
- 2 To provide support for trained practitioners to implement Peep Programmes.
- 3 To accredit more parents with Peep Progression Pathway units.
- 4 To support more families in Oxfordshire.
- 5 To provide high quality early education and care at the Little People Nursery.
- 6 To develop new interventions and to extend the Peep Learning Together Programme resources.
- 7 To share evidence and good practice with the Early Years sector, policy makers and researchers.
- 8 To ensure good governance, management, and infrastructure.

## Risks

The trustees have reviewed the major risks to which the charity is exposed, and systems have been put in place to mitigate those risks. These are reviewed by the full board on a regular basis. Major risks considered in 2024-25 and steps taken include:

- increasing staff costs for the Little People Nursery due to increases in the National Minimum Wage and knock on effects; increased running costs due to inflation. These may be mitigated in part in 2025-26 by increased Westminster government funding for children aged 9 – 24 months and regular increases in nursery fees to parents.
- funding for local delivery remains a challenge and fundraising efforts have focussed on this with good results. In 2024 we employed our own in-house fundraiser for the first time.
- all sources of funding are under pressure and whilst we have a good mix of funding from local government, national government and charitable trusts which spreads the risk, the income from trading via Peep Learning Ltd continues to be vital to help meet our costs.
- increased demand for training putting our administration team under pressure. We have increased admin capacity but without guarantee that training numbers will remain high. We continue to work with existing customers to ensure repeat business in future years.
- loss of electronic data and cyber security threats: we continue to monitor the security of our IT systems and have backups and strong antivirus and ransomware systems set up and maintained by our external IT support provider.
- price and credit risk are not considered to be major risks as the cost of materials is only a small element of our expenditure, and we have a good credit record with the suppliers we use.

## Structure, governance, management and staff

The trustees (directors) who served Peep during the year were as follows:

David Bailey, Chair  
Laura Barbour  
Krystyna Grant  
Mark Harris  
Neil McClelland

Marie McQuade  
Kwasi Owusu-Asomaning  
Dr Nancy Stimson, Vice Chair  
Professor Mary Wild, Vice Chair

New trustees are invited to join the board by the current trustees. Peep's deed sets a maximum of 10 trustees who can serve at any one time.

The organisation is governed by a Memorandum and Articles of Association which sets out rules governing meetings, trustee recruitment, powers and responsibilities of trustees.

Trustees are kept up to date by a detailed report from the Chief Executive Officer (CEO) on progress in achieving our strategic aims and objectives at each board meeting, and by emails between meetings. Time is also set aside at board meetings to discuss strategy and update knowledge on governance and related matters. Trustees undertake online safeguarding training every three years, or whenever guidelines change. Individual trustees take on responsibility for keeping the organisation up to date on specific areas e.g. governance and risk management. They work with staff in committees (HR, Finance, Projects) to contribute their specific knowledge and expertise.

## **Governance and management**

Day to day management is delegated by the trustees to the CEO. Dr Sally Smith is the current CEO. Trustees are responsible for the overall strategy of the organisation and the appointment of the CEO.

## **Staff**

Peeples had an average of 50 employees during 2024-25. Of these, 17 were in early education and childcare roles, 12 worked in frontline programme delivery, 11 worked in training, accreditation and development, including three based in Scotland, two in communications and marketing and eight worked in the Head Office functions of CEO, senior management, finance, fundraising, HR and general administration. The total full-time equivalent staff in March 2024 was 36.5. All professional staff have significant skills and knowledge in the field.

## **Responsibilities of the trustees/directors**

Company law requires the trustees to prepare accounts for each financial year which give a true, fair view of the state of the affairs of the company and of the surplus or deficit of the company for that period. In preparing those financial statements the trustees are required to:

- select suitable accounting policies and apply them consistently.
- make judgements and estimates that are reasonable and prudent.
- prepare the accounts on the going concern basis unless it is inappropriate to presume that the company will continue in business.

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

The trustees confirm that:

- as far as each trustee is aware, there is no relevant audit information (needed by the auditors in connection with their report) of which the charity's auditors are unaware.
- each trustee has taken all the steps that they ought to have taken as a trustee in order to make themselves aware of any relevant audit information and to establish that the charity's auditors are aware of that information.

## Solicitors, bankers and auditors

Solicitors: Bates Wells Braithwaite LLP, London (charity and IPR matters)  
Lewis Silkin (employment matters)

Bank: Lloyds Bank, Headington, Oxford

Auditors: Mercer Lewin Ltd, Chartered Accountants and Registered Auditors,  
6-7 Citibase, New Barclay House, 234 Botley Road, Oxford OX2 0HP

On behalf of the trustees/directors:

Date: 01/12/2025



David Bailey

This report and financial statements of Peep for the year ended 31 March 2025 have been prepared in accordance with the provisions of the Charities Act 2011, the charity's governing document, the Statement of Recommended Practice "Accounting for Charities", the Companies Act 2006 (part 15), the Charities and Trustee Investment (Scotland) Act 2005 and the Charities Accounts (Scotland) Regulations 2006 (as amended). Accordingly, the accounts consolidate the results of the charity with those of its subsidiary company, Peep Learning Limited (PLL).

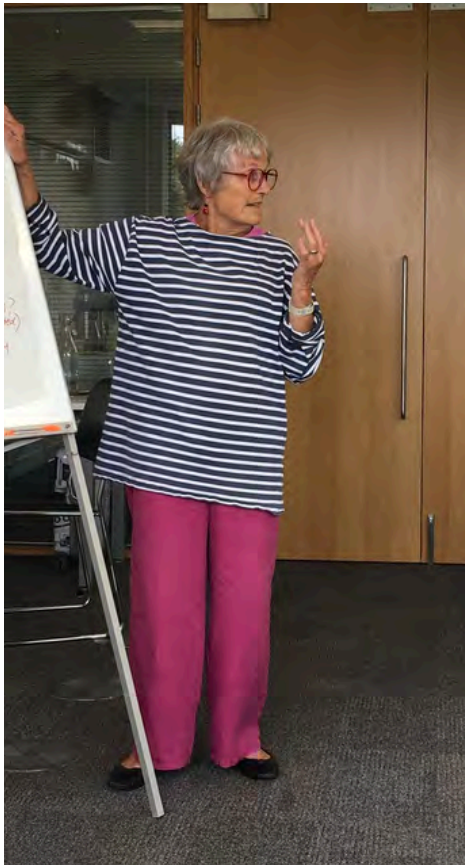
# Remembering Teresa Smith 1941 - 2024

We remember with deep gratitude the life and work of Teresa Smith - a distinguished academic, researcher and advocate for social justice, whose expertise helped shape Peeples from the very beginning.

Teresa's career at the University of Oxford and her decades of research into inequality, early childhood and family policy made her a nationally respected voice in the field. She brought this depth of knowledge to Peeples as a Trustee - and later as Chair - offering rigorous insight, thoughtful challenge and a steady commitment to improving outcomes for young children.

Her leadership was marked by clarity, integrity and a genuine care for people. Teresa combined intellectual sharpness with warmth and encouragement, always ready with wise guidance, a listening ear, or a moment of gentle humour. Her influence lives on in the evidence-informed approach at the heart of our programmes and in the values that continue to guide our work.

We are honoured to have known her, to have learned from her, and to continue the mission she championed so passionately.



**REGISTERED COMPANY NUMBER: 07514469 (England and Wales)**  
**REGISTERED CHARITY NUMBER: 1144975/SC044031**

**PEOPLE**  
**AUDITED CONSOLIDATED FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 MARCH 2025**

Mercer Lewin Ltd  
Chartered Accountants and Registered Auditors  
6-7 Citibase  
New Barclay House  
234 Botley Road  
Oxford  
OX2 0HP

**PEOPLE**  
**INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEOPLE**  
**YEAR ENDED 31 MARCH 2025**

**Opinion**

We have audited the financial statements of People for the year ended 31 March 2025 which comprise the group statement of financial activities (including income and expenditure account), the group and parent statement of financial position, statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standards applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice).

This report is made solely to the charity's members, as a body, in accordance with section 144 of the Charities Act 2011 and regulations made under section 154 of that Act, and Regulation 10 of the Charities Accounts (Scotland) Regulations 2006. Our audit work has been undertaken so that we might state to the charity's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charity and the charity's members as a body, for our audit work, for this report, or for the opinions we have formed.

In our opinion the financial statements:

- give a true and fair view of the state of the group's and the parent charitable company's affairs as at 31 March 2025 and of the group's incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Charities Act 2011, the Charities and Trustee Investment (Scotland) Act 2005 and regulation 8 of the Charities Accounts (Scotland) Regulations 2006 (as amended).

**Basis for opinion**

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charity in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Conclusions relating to going concern**

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

**Other information**

The trustees are responsible for the other information. The other information comprises the information included in the Annual Report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

## PEOPLE

### INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEOPLE (continued) YEAR ENDED 31 MARCH 2025

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

#### **Matters on which we are required to report by exception**

In the light of the knowledge and understanding of the charity and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report.

We have nothing to report in respect of the following matters in relation to which the Charities Accounts (Scotland) Regulations 2006 (as amended) and the Charities Act 2011 requires us to report to you if, in our opinion:

- the information given in the trustees' report is inconsistent in any material respect with the financial statements; or
- adequate accounting records have not been kept; or
- the financial statements are not in agreement with the accounting records and returns; or
- we have not received all the information and explanations we require for our audit.

#### **Responsibilities of trustees**

As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

#### **Our responsibilities for the audit of the financial statements**

We have been appointed as auditors under Section 144 of the Charities Act 2011 and report in accordance with the Act and relevant regulations made or having effect thereunder.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We discussed the framework in which the company operates with senior management and in conjunction with our experience of the industry in which the company operates, sought to identify laws and regulations which are critical to the company's business. As a registered charity, the company is obliged to comply with regulations issued by The Charity Commission of England and Wales and the Office of the Scottish Charity Regulator. Compliance with those regulations, including the need to make reports to the commission/regulator, was reviewed.
- As part of routine audit procedures, the possibility of non-compliance with general laws (e.g. employment law, health and safety regulations) were considered and discussed with senior management, in response to the assessed risks in relation to these laws and regulations.
- The risks of fraud were discussed with senior management, including details of known instances. Our records of the company's systems and procedures was reviewed by the audit team (including the audit engagement partner) to identify possible areas where fraud might occur.

## PEOPLE

### INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF PEOPLE (continued) YEAR ENDED 31 MARCH 2025

The above procedures were undertaken by the audit team as a whole, led by the audit engagement partner. In this way the audit engagement partner was able to obtain assurance the engagement team collectively had the appropriate competence and capabilities to identify or recognise non-compliance with laws and regulations and the possibility of irregularities arising from fraud.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance; and
- enquiring of management as to actual and potential litigation and claims.

There are inherent limitations in our audit procedures described above. The more removed that laws and regulations are from financial transactions, the less likely it is that we would become aware of non-compliance.

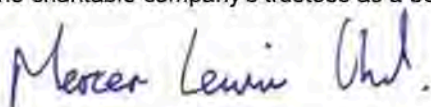
Auditing standards also limit the audit procedures required to identify non-compliance with laws and regulations to enquiry of the Management Committee and other management and the inspection of regulatory and legal correspondence, if any.

Material misstatements that arise due to fraud can be harder to detect than those that arise from error as they may involve deliberate concealment or collusion.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our Report of the Independent Auditors.

#### Use of our report

This report is made solely to the charitable company's trustees, as a body, in accordance with Part 4 of the Charities (Accounts and Reports) Regulations 2008. Our audit work has been undertaken so that we might state to the charitable company's trustees those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's trustees as a body, for our audit work, for this report, or for the opinions we have formed.



Jonathan Paul Swayne (Senior Statutory Auditor)

for and on behalf of Mercer Lewin Ltd  
Chartered Accountants and Registered Auditors  
Eligible to act as an auditor in terms of Section 1212 of the Companies Act 2006  
6-7 Citibase, New Barclay House  
234 Botley Road  
Oxford  
OX2 0HP

16 October 2025

**PEOPLE**  
**CONSOLIDATED STATEMENT OF FINANCIAL ACTIVITIES**  
**FOR THE YEAR ENDED 31 MARCH 2025**

	Note	Unrestricted funds £	Restricted funds £	Total funds 2025 £	Total funds 2024 £
<b>INCOME</b>					
Income from donations and legacies	5	305,355	418,949	724,304	597,070
Income from charitable activities					
Sales of publications and training	5.1	709,522	-	709,522	595,307
Nursery income	5.2	440,312	-	440,312	367,221
Other income		22,545	-	22,545	16,331
<b>Total income</b>		<b>1,477,734</b>	<b>418,949</b>	<b>1,896,683</b>	<b>1,575,930</b>
<b>EXPENDITURE</b>					
Cost of generating funds - publications and training		149,397	-	149,397	111,893
Cost of generating funds - other		8,731	-	8,731	8,797
Charitable activities	6	1,060,275	418,949	1,479,224	1,305,750
Governance costs	7	40,601	-	40,601	20,124
<b>Total expenditure</b>		<b>1,259,004</b>	<b>418,949</b>	<b>1,677,953</b>	<b>1,446,565</b>
<b>NET INCOME /(EXPENDITURE) AND NET MOVEMENT IN FUNDS FOR THE YEAR</b>		<b>218,730</b>	<b>-</b>	<b>218,730</b>	<b>129,365</b>
<b>Reconciliation of funds</b>					
Total funds brought forward		624,723	-	624,723	495,358
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>843,453</b>	<b>-</b>	<b>843,453</b>	<b>624,723</b>

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The notes form part of these financial statements

**PEOPLE**  
**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**  
**AS AT 31 MARCH 2025**

	Note	Group		Company	
		2025 £	2024 £	2025 £	2024 £
<b>FIXED ASSETS</b>					
Intangible assets	10	27,308	12,155	9,486	3,111
Tangible assets	11	255,140	256,514	242,543	252,494
Investments	12	-	-	66,514	66,514
<b>Total Fixed Assets</b>		<b>282,448</b>	<b>268,670</b>	<b>318,543</b>	<b>322,119</b>
<b>CURRENT ASSETS</b>					
Stocks		8,507	3,722	-	-
Debtors and prepayments	13	228,452	446,373	22,591	176,817
Cash at bank and in hand		858,063	571,075	720,472	299,244
<b>Total Current Assets</b>		<b>1,095,022</b>	<b>1,021,171</b>	<b>743,064</b>	<b>476,062</b>
<b>CREDITORS: Amounts falling due within one year</b>	14	<b>509,017</b>	<b>634,476</b>	<b>249,371</b>	<b>188,470</b>
<b>NET CURRENT ASSETS</b>		<b>586,004</b>	<b>386,695</b>	<b>493,692</b>	<b>287,592</b>
<b>CREDITORS: Amounts falling due after more than one year</b>		<b>25,000</b>	<b>30,641</b>	<b>-</b>	<b>-</b>
<b>TOTAL ASSETS LESS LIABILITIES</b>		<b>843,453</b>	<b>624,723</b>	<b>812,235</b>	<b>609,711</b>
<b>RESERVES</b>					
Restricted income funds	15	-	-	-	-
Restricted capital funds		-	-	-	-
Unrestricted funds					
Designated property fund	16	219,977	236,173	219,977	236,173
Designated premises fund		220,000	120,000	220,000	120,000
General funds		403,476	268,550	372,258	253,538
<b>TOTAL CHARITY FUNDS</b>	17	<b>843,453</b>	<b>624,723</b>	<b>812,235</b>	<b>609,711</b>

The trustees have prepared the group accounts in accordance with section 398 of the Companies Act 2006 and section 138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006.

Approved by the Trustees on:  
16 October 2025



David Bailey  
Chair of Trustees

The notes form part of these financial statements.

**PEOPLE**  
**CONSOLIDATED STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 MARCH 2025**

	2025 £	2024 £
<b>Cash flows from operating activities</b>		
Net income	218,730	129,365
<i>Adjustments for:</i>		
Depreciation of tangible fixed assets	35,360	28,749
Interest payable and similar charges	-	-
Loss on disposal of tangible fixed assets	-	-
Accrued expenses	(43,109)	(15,254)
<i>Changes in:</i>		
Stock	(4,784)	5,780
Trade and other debtors	217,924	(51,684)
Trade and other creditors	(89,106)	69,998
Cash generated from operations	<u>335,015</u>	<u>166,955</u>
Interest paid	-	-
Net cash from operating activities	<u><u>335,015</u></u>	<u><u>166,955</u></u>
<b>Cash flows from investing activities</b>		
Purchase of intangible and tangible assets	(48,027)	(30,297)
Proceeds from sale of tangible assets	-	-
Net cash (used in) / from investing activities	<u><u>(48,027)</u></u>	<u><u>(30,297)</u></u>
<b>Cash flows from financing activities</b>		
Payments of finance lease liabilities	-	-
Net cash used in financing activities	<u><u>-</u></u>	<u><u>-</u></u>
<b>Net increase in cash and cash equivalents</b>	286,988	136,658
<b>Cash and cash equivalents at beginning of year</b>	571,075	434,417
<b>Cash and cash equivalents at end of year</b>	<u><u>858,063</u></u>	<u><u>571,075</u></u>

The notes form part of these financial statements

# PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025

### 1. GENERAL INFORMATION

The charity is a private company limited by guarantee, registered in England and Wales. It is registered as a charity in both England and Wales and Scotland. The address of the registered office is The Peeples Centre, Littlemore, Oxford, Oxfordshire, OX4 6JZ, United Kingdom.

The charity's main purpose is that of a public benefit entity.

### 2. STATEMENT OF COMPLIANCE

These financial statements have been prepared in compliance with FRS 102, 'The Financial Reporting Standard applicable in the UK and the Republic of Ireland', the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)) and the Charities Act 2011, Charities and Trustee Investment (Scotland) Act 2005 and the Charity Accounts (Scotland) Regulations 2006 (as amended).

### 3. ACCOUNTING POLICIES

#### Basis of preparation

The financial statements have been prepared on the historical cost basis.

The financial statements are prepared in sterling, which is the functional currency of the entity.

#### Basis of consolidation

The consolidated accounts include the accounts of the company (PEOPLE) and its subsidiary company (PEEP Learning Limited) on a line by line basis made up to 31 March 2025. A separate Statement of Financial Activities and Income and Expenditure Account for the charity has not been presented because the charity has taken advantage of the exemption afforded by section 408 of the Companies Act 2006. Intra-group turnover and profits are eliminated on consolidation.

#### Judgements and key sources of estimation uncertainty

The preparation of the financial statements requires management to make judgements, estimates and assumptions that affect the amounts reported. These estimates and judgements are continually reviewed and are based on experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

#### Fund accounting

Unrestricted funds are available for use at the discretion of the trustees to further any of the charity's purposes.

Designated funds are unrestricted funds earmarked by the trustees for particular future project or commitment.

Restricted funds are subjected to restrictions on their expenditure declared by the donor or through the terms of an appeal, and fall into one of two sub-classes: restricted income funds or endowment funds.

#### Incoming resources

All income is included in the statement of financial activities net of VAT where applicable and when entitlement has passed to the charity, it is probable that the economic benefits associated with the transaction will flow to the charity and the amount can be reliably measured. The following specific policies are applied to particular categories of income:

- income from donations or grants is recognised when there is evidence of entitlement to the gift, receipt is probable and its amount can be measured reliably.
- legacy income is recognised when receipt is probable and entitlement is established.
- income from the pre school and nursery is recognised when the service is provided.

## PEOPLE

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

#### Accounting Policies (continued)

##### Resources expended

Expenditure is recognised on an accruals basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is classified under headings of the statement of financial activities to which it relates:

- expenditure on raising funds includes the costs of all fundraising activities, events, non-charitable trading activities.
- expenditure on charitable activities includes all costs incurred by a charity in undertaking activities that further its charitable aims for the benefit of its beneficiaries, including those support costs and costs relating to the governance of the charity apportioned to charitable activities.
- other expenditure includes all expenditure that is neither related to raising funds for the charity nor part of its expenditure on charitable activities.

All costs are allocated to expenditure categories reflecting the use of the resource. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs are apportioned between the activities they contribute to on a reasonable, justifiable and consistent basis.

##### Intangible assets

Intangible assets are initially measured at cost. After initial recognition, intangible assets are measured at cost less any accumulated amortisation and any accumulated impairment losses.

Other intangible assets are being amortised evenly over their estimated useful life of three years.

##### Tangible assets

Tangible assets are initially recorded at cost, and subsequently stated at cost less any accumulated depreciation and impairment losses. Any tangible assets carried at revalued amounts are recorded at the fair value at the date of revaluation less any subsequent accumulated depreciation and subsequent accumulated impairment losses.

An increase in the carrying amount of an asset as a result of a revaluation, is recognised in other recognised gains and losses, unless it reverses a charge for impairment that has previously been recognised as expenditure within the statement of financial activities. A decrease in the carrying amount of an asset as a result of revaluation, is recognised in other recognised gains and losses, except to which it offsets any previous revaluation gain, in which case the loss is shown within other recognised gains and losses on the statement of financial activities.

##### Depreciation and amortisation

Depreciation and amortisation is calculated so as to write off the cost of an asset, less its estimated residual value, over the useful economic life of that asset as follows:

Lease premium	-	20 years
Freehold property	-	4 years and 10 years
Fixtures, fittings & equipment	-	3 years

Amortisation of the leasehold improvements is allocated on a pro-rata basis between the funds used for its purpose.

##### Investments

Unlisted equity investments are initially recorded at cost, and subsequently measured at fair value. If fair value cannot be reliably measured, assets are measured at cost less impairment.

Listed investments are measured at fair value with changes in fair value being recognised in income or expenditure.

# PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

### Accounting Policies (continued)

#### Impairment of intangible and tangible assets

A review for indicators of impairment is carried out at each reporting date, with the recoverable amount being estimated where such indicators exist. Where the carrying value exceeds the recoverable amount, the asset is impaired accordingly. Prior impairments are also reviewed for possible reversal at each reporting date.

For the purposes of impairment testing, when it is not possible to estimate the recoverable amount of an individual asset, an estimate is made of the recoverable amount of the cash-generating unit to which the asset belongs. The cash-generating unit is the smallest identifiable group of assets that includes the asset and generates cash inflows that are largely independent of the cash inflows from other assets or groups of assets.

#### Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items. Cost includes all costs of purchase, costs of conversion and other costs incurred in bringing the stock to its present location and condition.

#### Financial instruments

A financial asset or a financial liability is recognised only when the entity becomes a party to the contractual provisions of the instrument.

Basic financial instruments are initially recognised at the amount receivable or payable including any related transaction costs, unless the arrangement constitutes a financing transaction, where it is recognised at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Current assets and current liabilities are subsequently measured at the cash or other consideration expected to be paid or received and not discounted.

Debt instruments are subsequently measured at amortised cost.

#### Taxation

The company (People) is a charitable institution with exemption from UK taxation under section 505 of the Income and Corporation Taxes Act 1988. Its subsidiary (Peep Learning Limited) is subject to UK Corporation Tax based on its profits after making a donation payment to the holding company.

#### Pensions

Pensions are provided on a defined contribution basis and aligned to those rates required by Auto Enrollment statutory requirements. Individuals have the right to opt out. The contributions made for the year are treated as an expense and were £27,628 (2024: £24,749). The pension expense is allocated in line with the salaries to which they relate.

#### 4. SURPLUS FOR THE YEAR

	2025	2024	
is stated after charging/(crediting):	£	£	
Restricted funds and donations received	418,949	390,032	
Restricted capital grant	-	-	
Trustees and officers indemnity insurance	337	337	
Restricted fund expenditure	418,949	390,032	
Auditors remuneration			
	Audit of the financial statements	7,450	7,100
	Other services	2,000	1,900

The surplus dealt with in the financial statements of the parent company was £202,524 (2024: £118,695 surplus).

# PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

### 5. INCOME

#### INCOME FROM DONATIONS AND LEGACIES

	Unrestricted Funds £	Restricted Funds £	Total Funds 2025 £	Total Funds 2024 £
Ardian Foundation	50,000	-	50,000	-
BBC Children in Need	-	7,500	7,500	4,738
Charity of Sir Richard Whittington	-	53,751	53,751	131,104
Dulverton Trust	40,000	-	40,000	35,000
Edina Trust	18,462	-	18,462	14,195
Esmee Fairbairn Foundation	-	-	-	-
Hamilton Trust	13,000	-	13,000	10,000
Isla Foundation	-	-	-	18,614
Oxfordshire Community Foundation	-	-	-	11,000
Other grants	131,169	-	131,169	66,250
Playgroup Victoria	-	-	-	-
Scottish Government	-	344,500	344,500	238,741
Tambour Foundation	6,167	-	6,167	-
University of Oxford START project	-	13,198	13,198	15,449
Donations and legacies	46,558	-	46,558	51,979
	<u>305,355</u>	<u>418,949</u>	<u>724,304</u>	<u>597,070</u>

#### 5.1 SALES OF PUBLICATIONS AND TRAINING BETWEEN RELATED PARTIES

The total sales by Peep Learning Limited in the year were £728,836, of which £19,314 was to People itself. Therefore, on consolidation, the sales of publications and training are £709,522 (2024: £586,807).

#### 5.2 PRE SCHOOL AND NURSERY INCOME

The income represents funded places by Oxfordshire County Council and parent fees.

### 6. CHARITABLE EXPENDITURE

	Staff costs £	Other costs £	Allocation of support £	Total 2025 £	Total 2024 £
Early education projects	1,017,573	257,134	204,517	1,479,224	1,305,750
Support costs	103,054	101,464	(204,517)	-	-
	<u>1,120,627</u>	<u>358,597</u>	<u>-</u>	<u>1,479,224</u>	<u>1,305,750</u>
	(Note 8)	(Note 9)			

### 7. GOVERNANCE COSTS

	Unrestricted Funds £	Restricted Funds £	Total Funds 2025 £	Total Funds 2024 £
Salary costs	8,731	-	8,731	8,797
Audit and related fees	7,940	-	7,940	7,100
Other	23,930	-	23,930	4,227
	<u>40,601</u>	<u>-</u>	<u>40,601</u>	<u>20,124</u>

### 8. STAFF COSTS

	2025 £	2024 £
Wages and salaries	1,014,627	890,034
Social security costs	78,876	66,147
Other pension costs	27,125	24,216
	<u>1,120,627</u>	<u>980,397</u>

The average number of employees during the year was 52 (2024: 45). There were 36 (2024: 34) members of staff who were accruing benefits under defined contribution pension schemes.

1 employee received remuneration for the year within the £60,000 - £69,999 band (2024: 1).

No remuneration was paid to any trustee during the year to 31 March 2025. Expenses of £nil were reimbursed (2024: £nil).

# PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

### 9. ANALYSIS OF OTHER COSTS - CHARITABLE EXPENDITURE

	2025	2024
	£	£
Project costs	212,069	204,964
Premises costs	30,124	21,047
Insurance	14,280	12,889
Printing, stationery, postage, telephone and office costs	38,714	34,255
Recruitment, courses and training	15,681	3,986
Motor, travel and subsistence	3,702	2,944
Professional fees	4,214	13,059
Fundraising	2,785	1,234
Bank and financial charges	1,669	2,226
Depreciation and (profit) / loss on sale of fixed assets	35,360	28,750
	<u>358,597</u>	<u>325,354</u>

### 10. INTANGIBLE FIXED ASSETS

<b>Group</b>	Other intangible assets £
<u>Cost</u>	
At 1 April 2024	13,044
Additions in year	21,367
Disposals	-
At 31 March 2025	<u>34,411</u>
<u>Amortisation</u>	
At 1 April 2024	889
Charge for the year	6,214
Adjust re disposals	-
At 31 March 2025	<u>7,103</u>
<u>Net book value</u>	
At 31 March 2025	<u>27,308</u>
At 31 March 2024	<u>12,155</u>
<b>Company</b>	Other intangible assets £
<u>Cost</u>	
At 1 April 2024	4,000
Additions in year	9,000
Disposals	-
At 31 March 2025	<u>13,000</u>
<u>Amortisation</u>	
At 1 April 2024	889
Charge for the year	2,625
Adjust re disposals	-
At 31 March 2025	<u>3,514</u>
<u>Net book value</u>	
At 31 March 2025	<u>9,486</u>
At 31 March 2024	<u>3,111</u>

# PEOPLE

## NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

### 11. TANGIBLE FIXED ASSETS

Group	Lease premium £	Freehold property £	Fittings & Equipment £	Total £
<u>Cost</u>				
At 1 April 2024	322,321	84,809	104,042	511,172
Additions in year	-	-	26,660	26,660
Disposals	-	-	-	-
At 31 March 2025	<u>322,321</u>	<u>84,809</u>	<u>130,702</u>	<u>537,833</u>
<u>Depreciation</u>				
At 1 April 2024	86,149	84,809	82,588	253,546
Charge for the year	16,195	-	12,951	29,146
Adjust re disposals	-	-	-	-
At 31 March 2025	<u>102,344</u>	<u>84,809</u>	<u>95,539</u>	<u>282,692</u>
<u>Net book value</u>				
At 31 March 2025	<u>219,977</u>	<u>-</u>	<u>35,163</u>	<u>255,140</u>
At 31 March 2024	<u>236,173</u>	<u>-</u>	<u>21,454</u>	<u>257,626</u>
Company	Lease premium £	Freehold property £	Fixtures, Fittings & Equipment £	Total £
<u>Cost</u>				
At 1 April 2024	322,321	23,201	78,251	423,774
Additions in year	-	-	12,874	12,874
Disposals	-	-	-	-
At 31 March 2025	<u>322,321</u>	<u>23,201</u>	<u>91,126</u>	<u>436,648</u>
<u>Depreciation</u>				
At 1 April 2024	86,149	23,201	60,819	170,168
Charge for the year	16,195	-	7,741	23,936
Adjust re disposals	-	-	-	-
At 31 March 2025	<u>102,344</u>	<u>23,201</u>	<u>68,560</u>	<u>194,105</u>
<u>Net book value</u>				
At 31 March 2025	<u>219,977</u>	<u>-</u>	<u>22,566</u>	<u>242,543</u>
At 31 March 2024	<u>236,173</u>	<u>-</u>	<u>17,433</u>	<u>253,605</u>

### 12. INVESTMENTS (all held in the UK)

People owns 100% of the issued ordinary share capital of Peep Learning Ltd, a company incorporated in the UK. Its company number is 04089209 and its registered office is the same as People.

The principal activity of Peep Learning Ltd is the sale and distribution of educational literature and associated training.

The book cost of £66,514 represents the net asset value of the company at the date of transfer on 1 April 2012. At 31 March 2025, the net asset value is £97,732 (2024: £81,526). The turnover for the year was £728,836 (2024: £595,307) and the net profit was £16,206 (2024: £7,558), after a donation to People of £270,038 (2024: £262,600).

## PEOPLE

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

#### 13. DEBTORS

	Group		Company	
	2025	2024	2025	2024
	£	£	£	£
Trade debtors and grants receivable	195,584	252,190	5,823	4,610
Prepayments	20,349	28,164	4,249	6,187
Accrued income	12,519	162,881	12,519	162,881
Other debtors	-	3,139	-	3,139
	<u>228,452</u>	<u>446,373</u>	<u>22,591</u>	<u>176,817</u>

#### 14. CREDITORS: Amounts falling due within one year

	Group		Company	
	2025	2024	2025	2024
	£	£	£	£
Trade creditors	19,062	38,410	6,940	10,684
Amount owed to group undertakings	-	-	24,037	42,157
Other creditors	27,127	23,915	8,284	3,861
Taxation and social security	50,449	117,778	5,521	25,269
Deferred income	359,491	361,408	161,005	21,926
Accruals	52,888	92,965	43,584	84,572
	<u>509,017</u>	<u>634,476</u>	<u>249,371</u>	<u>188,470</u>

Deferred income represents amounts received from grants and training sales in respect of subsequent trading periods. The reconciliation is as below:

Deferred income brought forward	361,408	186,845	21,926	184,436
Utilised in the year	(361,408)	(186,845)	(21,926)	(184,436)
New income	359,491	361,408	161,005	21,926
Deferred income carried forward	<u>359,491</u>	<u>361,408</u>	<u>161,005</u>	<u>21,926</u>

#### 15. RESTRICTED FUNDS

Grants have been received to fund the administration costs of various aspects of project work. These grants were for similar purposes and so were aggregated together for accounts purposes.

	Revenue grants	Capital grants	Total
	£	£	£
Grants received during the year	418,949	-	418,949
Amounts expended	(418,949)	-	(418,949)
Movement on fund	-	-	-
Balance brought forward	-	-	-
Movement between funds to unrestricted	-	-	-
Balance carried forward	<u>-</u>	<u>-</u>	<u>-</u>

## PEOPLE

### NOTES TO THE ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2025 (continued)

#### 16. UNRESTRICTED FUNDS

The split of the unrestricted funds is as follows:

	General funds £	Designated funds Property £	Premises £	Total £
Balance brought forward	268,550	236,173	120,000	624,723
Movement during the year	234,926	(16,196)	-	218,730
Transfer to premises development fund	(100,000)	-	100,000	-
Balance carried forward	<u>403,476</u>	<u>219,977</u>	<u>220,000</u>	<u>843,453</u>

The designated property fund (which forms part of the tangible fixed assets) relates to the payment of a lease premium and legal costs for the Little People Nursery in 2018-2019 which are subject to amortisation over 20 years which is the life of the lease. The amount in the fund as at the year end represents the remaining balance not yet amortised.

The designated premises development fund was created to set aside funds for the development of permanent premises for People.

#### 17. ANALYSIS OF NET ASSETS (between restricted and unrestricted funds)

	Unrestricted funds £	Restricted funds £	Total £
Intangible fixed assets	27,308	-	27,308
Tangible fixed assets	255,140	-	255,140
Net assets	<u>561,005</u>	<u>-</u>	<u>561,005</u>
	<u>843,453</u>	<u>-</u>	<u>843,453</u>

#### 18. MEMBERS' LIABILITY

People is limited by guarantee and does not have a share capital. The members have undertaken to contribute a sum, not exceeding £1, to the assets in the event of it being wound up.

# Our year in pictures



Scan the QR code to see our film  
**The Magic of Everyday Moments**



## Peep

Registered charity number: 1144975 in England and Wales

Registered charity number: SC044031 in Scotland

Peep is also a company limited by guarantee no. 07514469

Peep Learning Ltd is the trading subsidiary of Peep

Company registration no. 04089209 and VAT no. 768 4173 94

## Contact details

The Peep Centre, Littlemore, Oxford, OX4 6JZ

Phone: 01865 395145

Website: [www.peep.org.uk](http://www.peep.org.uk)

Email: [info@peep.org.uk](mailto:info@peep.org.uk)

Facebook, Twitter and Instagram: @PeepCentre

