

## Early Learning and Childcare Facility Inspection Report

Type of Inspection:  
Monitoring Inspection

Pursuant to section 21 of the *Early Childhood Services Act*, operators of licensed early learning and childcare facilities must post their most recent inspection report in a clearly visible and prominent place in the facility.

Name of operator The Fredericton YMCA Inc.	Licence Number 504001	Inspection Date April 17, 2025	
Facility Name YMCA Early Learning Centre		Telephone Number (506) 462-3000	
Address 570 York Street Fredericton NB E3B 3R2			
Name of Early Learning and Childcare Licensing Staff Angela Tozer		Position Title Quality Assurance Monitor	
Order for Compliance	Regulation	Date to be corrected	Date corrected

### General Comments

When licensing staff arrived, the three-year-old room was getting ready to go to the pool. During the transition, as children got changed, an educator set up invitations on each table related to the week's plan of space and Easter. A web was on the wall and the environment reflected this interest with books and laminated sheets in the bookshelf, a launch checklist on a shelf, a sensory bin set up with blue goo, tweezers, and space items, and laminated words and sheets. The invitations also supported the interest as one table had a chalkboard inviting children, Can you make a constellation? with star beads, laminated constellations, playdough and a circle form. The educators were encouraging children's language and remarking on their matching and replicas of constellations. Another table had an invitation, How can you decorate your rocket? with large sheets of paper with a rocket outline and a selection of markers and crayons.

Educators provided lots of reminders of time with a check-in saying "if you hear me, touch your..." and then giving a estimation of time. Educators also asked individual children if they would like a reminder verbally or with a timer providing a choice and then stating they would check in a 3, 2, or 1 minute. When time elapsed, children were observed easily transitioning to changing or going to the pool. Educators also used specific feedback when children were playing and made space for each child by asking, "There is no space right now, would you like me to make a spot for you?" valuing the children's choices and supporting problem solving.

Children in the two-year old room were separated in the morning with some children in the loft area with an educator and some in the classroom with the second educator. Educators reminded children of transitions in this room and were patient with children when they needed more time. Educators encouraged children to dress independently and offering help when needed or requested.

Children in the 4-year-old room enjoyed some play on the play structure and in the mud this morning making cakes and stirring up creations. Each group came in separately and the educator asked children if anyone needed to change their clothes ensuring they were comfortable. Children were aware of the routine by heading to the washroom to wash their hands when returning to the room. The children's interest of food and occupations was reflected with a web and in the environment. Invitations on tables provided images of food with letters and a box of letters for play and donut photos and donut dollars were offered on another table. The dress up clothes reflecting different occupations were central in the room allowing easy access on a clothes rack.

## General Comments

Paper and writing utensils were set up on another table ensuring that opportunities to write and create are always available. The real photos posted on the wall reflect the diversity in the room. The educators set up an easter hunt in the hallway that was collaborative allowing the children to find the eggs and place them in one basket. After the easter egg hunt, children engaged in play throughout the room. The educator put on an Easter yoga video that some children enjoyed and when the educator noticed they were done, she stopped the video so the children in the second group could also enjoy some yoga. The educators mentioned that children were interested in chickens and helped children build a chicken coop with magnetic blocks.

Documentation is evident throughout the centre, on the walls in each classroom and in the hallway. Collective artwork from throughout the year are highlighted in some areas reflecting the value for children's creativity and the legacy of art. Each room has a bulletin board with the children's artifacts presented and why this is important. Learning stories include photos, connections to the curriculum, children's actions and quotes, as well as educators' names and dates.

The facility respects the individuality of each child's time management by breaking up groups during transitions allowing some children to get ready first and go outside or to the pool with an educator while others can take more time to get ready. This is a value of the YMCA's Play to Learn curriculum, as well.

Fire drills were posted in each room and completed monthly with comments to support future drills. A gate has been added to the door to the playground and regular checks by counting children and calling out their names were completed to ensure children were present and accounted for.

original signed by  
Angela Tozer

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Signature of Early Learning and Childcare Licensing Staff

April 17, 2025

\_\_\_\_\_  
Date

original signed by  
Amanda Bird

\_\_\_\_\_  
Signature of Operator/Designate

April 17, 2025

\_\_\_\_\_  
Date