

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 Preschool Centre Inc.	Licence Number 518003	Inspection Date August 13, 2025	
Facility Name The Preschool Centre		Telephone Number (506) 458-8982	
Address 717 Windsor Street Fredericton NB E3B 4G3			
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

Children were being dropped off in the playground this morning. There were some changes in planned field trips due to the heat, but alternatives were created. The afterschool children were bused to the mall and one of the four-year-old rooms went to the Aitken Centre. Due to an event at the Aitken Centre, the group walked back. The educators in each group leaving the premises had a bookbag with a first aid kit and children's information. As well, the educators checked to make sure each child had a full water bottle with them.

Before leaving for the mall, one of the educators in the school age room talked about the importance of drinking enough water and then wrote some multiplication questions on the white board for children to answer as they waited for everyone to visit the washroom. Educators used several transitional strategies that the children were familiar with to get their attention and give reminders such as clapping, hand up and finger on lips, and 1,2,3, eyes on me. The educators did repeated counts of the children to ensure everyone was present going outside and preparing to go on the bus.

Educators of the preschool children applied sunscreen to children as they returned to the playground after snack. Licensing staff and the administrator discussed the importance of educators cleaning their hands between children when applying sunscreen to reduce the possibility of spreading illness or cross contamination of specific sunscreens.

Due to the heat and reduced time outside in the afternoon, educators set up a sprinkler this morning in the outdoor play space. Educators also set up water tables nearby filled with water and sponges for the children to use. Children were observed cleaning the house and structures throughout the play space and bringing funnels and buckets to the water table to pour and play in the water. One educator engaged in a game of chase with the children using a sponge to squirt water. Several of the children would shout to the educator that she hadn't got them encouraging the educator to chase them. Some children got their own sponges and would chase the educator. Educators were observed encouraging children as they climbed across the monkey bars, played in the house and sandbox. When educators noticed children sitting alone, educators would approach the child and invite the child into play or for a walk. Many conversations were overheard between educators and children of summer plans, experiences, and their play.

Children in the younger play area were painting with water on the black wall creating pictures and letters. Water

General Comments

tables were set up in this area along with a small pool with a chair in it so children weren't sitting in the water. Children were using resources from the space to gather water for play. Educators dumped all the water out before going inside for lunch and naps to ensure clean water was provided and no standing water.

Documentation was evident throughout the centre in the hallway, going down the stairwell, and in the rooms. A learning story of making playdough included the ingredients along with photos, a description and quotes from the children. On one learning story, the children's names had been underlined allowing children to notice their names and a suggestion was made that children's names could be highlighted by color or font to help children begin to recognize their own and their peer's names. A question prompt was posted in each room with children's names and verbal responses or creative responses through artwork. A suggestion was made that children can be encouraged to sign their own names on their artifacts to ensure the adult's written text is not privileged over the child's representation. To support this, children's names can be accessible on a laminated card or located on the tables, so children have a model available to support them.

Resources within each room are set up accessible to the children with art materials and a variety of books evident. Children's names and photos are located throughout the spaces and family photos are evident in frames in some rooms and in the back of cubbies in other rooms building on a children's sense of identity. Educators support transitions with reminders and for periods of waiting will ask the children if they would like to hear a story or sing songs. Visual schedules are evident in several rooms with cartoon children and a suggestion was made to update the schedules with photos of children in the room so children can visit the schedules to identify themselves and support their working memory with a predictable routine.

The children in one room had celebrated national chip day with a poll of everyone's favorite and least favorite chip documented on the wall as well as scientific predictions made with an egg experiment. A chart identifying the difference between tattling or telling was posted in the room and the educator noted that it helped children understand the difference and educators would remind them to check the chart when they came to them with a remark about another child. This is a great strategy to help children problem solve and reduce policing other children's behavior.

New staff files were reviewed, and a reminder given that all requirements are to be completed prior to first day of employment. Staff to child ratio was met at all times throughout the day.

original signed by

Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

August 15, 2025

Date

original signed by

Kristine Schuttenbeld

Signature of Operator/Designate

August 15, 2025

Date