

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 2001487	Inspection Date October 30, 2025	
Facility Name YMCA Eps/ch PS and ASP		Telephone Number (506) 462-3000	
Address 570 York Street Fredericton NB E3B 3R2			
Name of Early Learning and Childcare Licensing Staff Dominique Boudreau		Position Title Quality Assurance Monitor	
Order for Compliance	Regulation	Date to be corrected	Date corrected

General Comments

Upon arrival of licensing staff, the children were arriving to morning preschool. The educators were observed greeting the children and parents as they arrived. The children and educators were wearing Halloween costumes today. Invitations of play were set up for the children. A sensory bin with rice and Halloween-themed items were on one table, and a pumpkin craft was set up on another. Some of the children played in the sensory bin and others sat at the table and made their craft. The educators were playing with the children and engaging in conversation with them. Some children had missed the pumpkin painting activity they had done previously in the week and an educator asked the children if they wanted to do their pumpkins today. The educator set up paint supplies and little pumpkins on the table to give them the option to do it. One child was upset that their parent was leaving, and an educator was observed comforting the child, giving hugs, and playing some songs. One child wanted to read a book. The child picked out a book and sat in the cozy corner with an educator to read it. More children started joining and listening to the story. The educator was showing the children the book and making lots of expressions. The other educator was preparing an activity for the morning. The educator scooped out the guts of the pumpkin so the children could explore and play with it. They discussed what it felt like, what colour it was, and how you could bake the seeds and eat them.

The educators gave a 2-minute prompt that it was going to be snack time soon. The children started cleaning up their toys. They washed their hands, grabbed their lunchboxes, and sat at the table. Educators were helping the children and sitting with them as they ate. After snack, the children engaged in free play. Some played with legos, some in the sensory bin, and others started playing doctor. An educator sat with the children and joined the doctor play. The other educator prepared the next activity. They were going to make slime inside of the pumpkin they used. The children helped put the ingredients in the pumpkin and played with the slime. The children were heard laughing as they stretched out the slime. An educator was heard praising and saying "good sharing" when a child gave a piece of slime to another. An educator sat in the cozy corner with some of the children because they wanted to read more books. The educators gave another prompt before getting ready to go outside.

The children cleaned up their toys and started getting ready to go outside. They put their jackets, boots, hats, and gloves on, and packed their bookbags to bring outside for pick-up. The educators helped the children get ready and did a headcount as they were going outside. While outside, the children took out the rocking horses

General Comments

and were playing with them. The educator set up invitations of play. One table had books, one table had marshmallows and popsicle sticks, and another was going to be for the 3rd activity with the pumpkin. The children and educator added baking soda and vinegar inside the pumpkin and watched as it started foaming. The children started playing with the marshmallows, adding them to the vinegar mix and watching them dissolve. Other children started drawing.

The indoor environment was clean and well-organized. Various materials are accessible to the children such as, art supplies, books, natural elements, costumes, cars, dolls, blocks, and real-world items (phones, keyboard). A world map and globe were set up and accompanied with a binder filled with images of architecture around the world. The children's artwork, pictures, and webs were posted on the walls. The outdoor environment was well-maintained and free of hazards with various resources available.

original signed by

Dominique Boudreau

Signature of Early Learning and Childcare Licensing Staff

October 31, 2025

Date

original signed by

Tabatha McCrea

Signature of Operator/Designate

October 31, 2025

Date