

## 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.		Inspection Date December 10, 2025	
Facility Name The Preschool Centre on Main St 2		Licence Number 2007296	
Address 115 Main Street Fredericton NB E3A 1C6		Telephone Number (506) 458-8980	
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 47		Ages of Children PRESCHOOL
ELCC 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, all the children were going outside except for one room. This age group was practicing their songs for the Christmas concert, and they are the first to receive lunch. Lunch was placed on individual plates for each child and was as posted on the weekly menu. Children were given a choice if they wanted gravy. One child mentioned they were to wait for everyone to get their food to start eating as this is the routine showing respect for one another.

Children were observed visiting the washroom before lunch began and cleaning up their books to find their spot at the table. Each child's place has a seasonal placeholder with their name. One of the educators read a book to the children before washroom visits. The educator asked children what book they would like to read. The educator read with lots of expression asking children questions throughout. One child chose to sit at the table and continue cutting and coloring and one of the educators sat with the child. A recommendation would be to share the name of the book and the author/illustrator so children can make connections to favorite authors or note illustrative styles of different illustrators. This provides an opportunity to engage in an author story and encourage children to create their own books building their literate identities.

There are a variety of resources in each room. Writing materials should be more evident in each room as the visibility will remind children of the connection to print and allow them to be creative. Documentation of children's learning was limited in each room. Coloring sheets were posted but a pre-determined image limits children's creativity. A recommendation is to provide more open-ended activities and provide a daily invitation building on children's interests and questions, a provocation to provoke a response or a challenge, and proposals to allow children to explain their thinking and make decisions. In each room, there are clip art messages posted instead of children's own artwork. Snapshots of children's identities should be evident in the room including their names, photos, artifacts, families, and questions. The walls can also include photos of diverse identities and posters/images of interests such as the solar system, plant cycle, etc.

A discussion occurred with the administrator regarding the books in each room and ensuring a variety of genres are included in each room. Picture books should also represent the multiple intersectionalities related to race, gender, culture, class, ability, family so children are able to see themselves and learn about people that may be different from them.

## General Comments

Educators were heard providing praise to children such as "good job" and "looks good". A recommendation is made to provide more specific feedback focusing on the effort or process. General praise doesn't tell the child what they did well and builds dependence on adult approval instead of internal motivation. An observed reward chart in one room can also be problematic reinforcing public shaming and failing to teach children meaningful regulation skills. A solution is to provide private feedback to children preserving their dignity and keeping the focus on growth.

The educators in each room were observed in discussions with children, helping them problem solve disagreements, and providing notice of upcoming transitions. Staff-to-child ratio was met at all times with a relief educator covering classrooms to allow educators their break. The children were familiar with the relief educator and easily accepted their presence and guidance.

original signed by

Angela Tozer

\_\_\_\_\_  
Signature of Early Learning and Childcare Licensing Staff

December 22, 2025

\_\_\_\_\_  
Date

original signed by

Angie DeGrace

\_\_\_\_\_  
Signature of Operator/Designated staff

December 22, 2025

\_\_\_\_\_  
Date

*"I hereby acknowledge receipt of this report"*