



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 YMCA of Southwestern New Brunswick Inc.	Licence Number 2015076	Inspection Date October 01, 2025	
Facility Name YMCA - St. George - ASP		Telephone Number (506) 271-0822	
Address 118 Brunswick Street St George NB E5C 1A9			
Name of Early Learning and Childcare Licensing Staff Aimee Hanson		Position Title Inspector	
Order for Compliance	Regulation	Date to be corrected	Date corrected
21 The daily activities of a licensed facility shall be purposely planned in advance and documented and shall respond to the capabilities, needs and interests of each child.	21	Oct 10, 2025	
Comments: Invitations not set up for children prior to arrival. Purposely planned activities to be planned each day.			
32(1) An operator of a licensed facility shall provide indoor play area materials and equipment that are (a) varied and in sufficient quantity for the number and ages of the children receiving services at the licensed facility.	32(1)(a)	Oct 10, 2025	
Comments: No materials with easel. Materials to be added to easel for children to explore.			

General Comments

A monitoring inspection was conducted at the afterschool program on September 24, 2025, to assess the quality of programming, supervision, and compliance with licensing standards. The inspection took place over indoor play, creative exploration, and the transition period from school to the program. Staff-to-child ratios were maintained throughout.

Children had access to a range of materials, including a puzzle station, art area, dramatic play area with kitchen sets, and building materials. While these resources supported general engagement, the program would benefit from more intentional and visually inviting setups—"invitations to play." These should be thoughtfully arranged prior to the children's arrival to spark curiosity and promote deeper exploration. Educators noted that children currently show strong interest in Barbies and LEGO. Based on these interests, examples of effective invitations might include a "Build Your Own City" station with LEGO bricks, maps, and road signs, or a "Dress to Impress" station featuring loose materials such as fabric scraps, buttons, and ribbons for designing outfits for Barbies. Staff are encouraged to rotate materials regularly and tailor invitations to reflect children's evolving interests.

Educator and child engagement throughout the program was exceptional. Staff were observed actively participating in children's play, offering meaningful interactions, and fostering a warm, inclusive atmosphere. Educators demonstrated genuine enthusiasm and attentiveness, consistently responding to children's cues and extending their learning through thoughtful questions and encouragement. Children appeared comfortable, confident, and deeply engaged in their activities. The positive energy and collaborative spirit within the program

General Comments

reflect a team that is deeply committed to creating a nurturing and enriching environment for every child.

During snack time, children were observed enjoying an open-ended snack consisting of apples and rice cakes. The environment also featured open-ended art documentation displayed throughout the room, along with photos of enrolled children, which helped foster a sense of belonging and community. The inspector assisted in rearranging the room to create more clearly defined learning areas, enhancing flow and accessibility.

The easel station was available but lacked sufficient materials to support meaningful creative expression. To enrich this area, the program should consider adding a variety of paint colors (including both primary and secondary shades), a selection of brush sizes and textures (such as foam, bristle, and rollers), child-sized aprons, paper in various sizes and textures, and alternative mark-making tools such as sponges, cotton swabs, dry erase markers, and toothbrushes. These additions would encourage artistic exploration and support fine motor development.

Attendance records and fire drills were verified and complete.

original signed by
Aimee Hanson

Signature of Early Learning and Childcare Licensing Staff

September 25, 2025

Date

original signed by
Jennifer Cormier

Signature of Operator/Designate

September 25, 2025

Date