

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 Sarah Fiander	Licence Number 2017673	Inspection Date May 20, 2025
Facility Name Best Beginnings Preschool and Afterschool Centre		Telephone Number (506) 261-9918
Address 2 Robison Crescent Harvey Station NB E6K 0C9		
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
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	May 30, 2025	
Comments: There was evidence of documentation for the preschool program but nothing evident for school-age. The schedule shows free play for school age children from arrival to pick up. Having a purposefully planned program building on children's interest may reduce behaviors related to boredom or lack of interest.			
32(1) An operator of a licensed facility shall provide indoor play area materials and equipment that are (d) clean and in good repair.	32(1)(d)	May 30, 2025	
Comments: The cover on some of the cushion covers are coming off with foam exposed. Please ensure covers are repaired or replaced to maintain cleanliness. Children can be encouraged to care for materials as items will get broken when being thrown or jumped on. Tables must be cleaned and sanitized before children sit to eat their snacks. Children should be encouraged to wash their hands before eating as well.			

General Comments
<p>Afterschool children had come off the bus ten minutes before licensing staff arrived. Children were located throughout the room with two educators present. The volume was increased in the room, and it was difficult for licensing staff to hear educators speaking next to them. One of the educators that does not usually support this age group mentioned they were not suited for this age and as licensing staff observed during the visit, her behavior supported this lack of interest. The educator's attitude and lack of support made it difficult for the regular educator to support the children.</p> <p>Children have access to the resources throughout the room and are independent in choosing where and what they will play with. After some play, children left what they were playing with or games they were done and moved on to other resources. Some children began throwing magnetic blocks into other areas of the room. A discussion occurred with the regular educator about care of the resources by having regular clean-ups and reminding children to put away games or resources when they were done playing with them. A popular song could be played to indicate a quick clean-up. This issue has been mentioned in the past by licensing staff as the clean-up takes an extended period of time at the end of the day and many children choose not to clean up due to the amount. This also poses a safety risk as children could fall when resources are spread throughout the centre on the floor. The educator did try a one-minute cleanup to address this by asking the children to pick up ten things and put them away which all, but a few children engaged in. The educators were viewed picking up most of the resources throughout the afternoon and were reminded that children can learn care of materials</p>

General Comments

by taking a role in cleaning up their own games and resources.

The regular educator redirected children by providing a choice of games and an invitation to play with others. They used affirmative language through reminders; however, due to the chaotic environment the educator did raise their voice several times and stated no multiple times. Many children engaged in rough housing that became aggressive when children weren't listened to and were observed hitting children with pillows or throwing toys. The girls sat in areas separated from the boys most of the afternoon observing their hands-on behaviors and moving out of the way when they felt threatened by pushing or throwing.

Licensing staff and the regular educator did have a discussion about providing more structure within the afterschool program to resolve some of the behaviors. The suggestion was made to build on children's interests by having invitations set up when children arrive. For example, children mentioned an interest in sports so a day focusing on individual sports could include a soccer day with a soccer game, a discussion on children's favorite soccer players, creating soccer balls out of playdough, clay, or paper mâché, and reading a book related to soccer. A question of the day could allow children to discuss interests, current events, or experiences. Children may also be interested in hearing a longer chapter book read each day.

Children were receiving a snack after 4 pm for "snack bucket time". If children are receiving any food from a centre regularly, this needs to be communicated in the parent book, approved by Public Health and a menu provided to parents three days beforehand. Children did eat their own snacks much earlier in the afternoon so if a snack is going to be provided, it may align with children's hunger to provide it immediately after arrival from school or shortly after.

Licensing staff were informed that the preschool program was closed for several days, and the reminder was given that any closures need to be communicated with licensing staff and parents notified 30 days in advance unless it is an emergency which requires EECD and parents to be notified as soon as possible.

Please update your Inspector/Investigator information on your parent board.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

May 22, 2025

Date

original signed by
Sarah Fiander

Signature of Operator/Designate

May 22, 2025

Date