

## Early Learning and Childcare Facility Inspection Report

Type of Inspection:  
Renewal Re-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 Tobique First Nation Child & Family Services Inc.		Inspection Date April 08, 2026
Facility Name Tobique First Nation Headstart		Licence Number 2020082
Address 13104 105 Route Tobique First Nation NB E7H 3Y2		Telephone Number (506) 273-5408
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 32	Ages of Children PRESCHOOL
ELCC Licensing Staff Angela Tozer	Position Title Quality Assurance Monitor	

Order for Compliance	Regulation	Date to be corrected	Date corrected
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### General Comments

On March 31st visit:

When licensing staff arrived, children were sitting eating breakfast and children arriving were invited to join. Each child was given a choice for breakfast items including eggs, raspberries, toast, crackers, pepperoni, and cheese. The children and educators were in one room today due to the reduced number of children. When children finished eating, they gave their plates to the educators and washed their hands to go play. Plenty of time was provided for each child to finish and then a verbal reminder was given by an educator that they had 10 minutes before clean-up and she would set the timer. Educators cleaned the tables and filled up the water table while children were playing and joined in their play. One educator blew bubbles for the children encouraging children to try blowing the bubbles themselves. When the timer beeped, the children knew the routine for clean-up and then they all met on the mat. Educators began singing a welcome song with the children welcoming each child and educator and then several more songs before a book. The educator introduced the picture book by holding it up and asking the children what they thought it was going to be about. Then read the title for the children and began reading. A recommendation would be to state the author and illustrator of each book, so children begin to learn about authors and illustrators they like and make connections to their collections and their style of writing and/or illustrating. The educator stopped throughout the book allowing children to ask questions and asking children about what they saw. Children responded with connections to home and their experiences.

After circle time, children were invited to an invitation of clothes washing at the water table. Educators provided clothes to the children and rags for washing and a clothesline was strung beside the table with clothespin for the children to hang their washed items to dry. One child when finished washing went and got the play mop to clean up the water on the floor after watching the educator do the same. When children were done washing, they moved throughout the room to their desired play choice. The accessibility of the materials and the children's agency was evident as children dressed up for play with peers, found the container with playdough and resources for play at the table, painted pictures at the easel with the paint already set up, joined peers in the reading area to read, or to lay in the twirling chairs. The educators joined children throughout the space encouraging play, problem solving with children, and providing ideas for children unsure what to do next. Educators were observed to be positive and affectionate with children and rephrasing children's comments and questions to encourage language instead of correcting which can discourage a child's growing language

General Comments

development.

Documentation was evident throughout the facility, in each room and in the hallways. Educators ask the children a daily question individually at some point during the day documenting their response on a posted page with the question, visuals, and the child's name with their response. Educators have learned not to ask the daily question in a group as children will repeat their peer's responses, thus, individually allows for children's authentic response to be captured. Questions focused on clothing at this time but included connections to sensory, children making predictions, and sharing their experiences and knowledge. Learning stories posted in the hallway had a large number of photos documenting each story with intentional placement of photos to expand on ideas and showcase the creativity of educators. Collaborative art pieces were posted as well as individual photos throughout the facility.

Staff files were reviewed and everything was complete and organized noting the majority of educators and administrator have an ECE diploma as well as continued education and PL. Re-visit required to complete inspection.

On April 8th visit:

Children were playing with stickers when licensing staff arrived. The administrator mentioned children in one room love creating art and resources were accessible for children to create. One child painted a picture at the easel and children got pipes from a container to cut. Children's names are dominant within each room with their photos.

Washrooms were clean and had required postings for hand washing and diaper changes. Children that were toilet training had individual sticker charts in the washroom stall to celebrate their success. Educators asked children questions about what they were creating and encouraged them to expand on requests. The administrator noticed a child catch the reflection of the pillow sequins from the sun and followed their lead in observing where the reflection was evident. Outside, educators shared with children about upcoming weather changes and embedded sensory observations in questions about the sound of the ice. The question of the day was an extension of an activity from yesterday on patterns. The educators asked the children if they had a pattern or picture on their shirt and documented their responses.

Child files are organized and children's emergency contacts and information is included in each educator's first aid bag. A reminder for children's files to include the local clinic if the child does not have a family doctor.

Licensing staff can recommend the facility for renewal of their early learning and childcare licence.

original signed by  
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

April 08, 2026

Date

original signed by  
kelly saulis

Signature of Operator/Designated staff

April 08, 2026

Date

*"I hereby acknowledge receipt of this report"*