

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 Creative Childcare on Killarney Inc	Licence Number 2020120	Inspection Date July 28, 2025
Facility Name Creative Childcare on Killarney Afterschool and Preschool Inc.		Telephone Number (506) 472-6262
Address 258 148 Route Killarney Road NB E3G 9E2		
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
33(1) An operator of a licensed facility shall provide outdoor play area materials and equipment that are varied and in sufficient quantity for the number and ages of the children receiving services at the licensed facility.	33(1)	Aug 15, 2025	
Comments: The outdoor space needs more resources to promote children's engagement. Some sandbox resources were located on other side of play area in the toy storage but they were limited. The toy storage needs a cleanup. Educators mentioned some materials had been broken or damaged from the weather. A reminder that quality materials will last longer and children can be shown care of materials. The curriculum extends to the outdoors and resources should be evident.			

General Comments
<p>When licensing staff arrived, children were outside for morning drop-offs. Two planters were located along the fence with plants planted by the children and educators. Children were running around the play space and educators joined games of catch and hide and seek with children.</p> <p>Educators asked children to line up at the gate at 9 am to go in to wash their hands and grab their lunch bags to have snack outside. A transition song or routine may support changes throughout the day. The preschool and school age children sat at separate tables while they engaged in discussions with the educators.</p> <p>Educators set up a table with paper, self-portrait outlines and writing materials while children were finishing up snack. The school age children were using smaller crayons that they shared they have been melting down with the educator to create new colors and shapes. Children were given reminders of drinking water regularly and if bathroom breaks were needed.</p> <p>Documentation was posted in the preschool and afterschool rooms. Learning stories included a description, photos, connections to the curriculum, and were dated with the educator's name. The learning stories were evidence of following the children's interests, questions, and experiences. Children's artifacts were posted on the walls with signatures from the children. Educators often included a child's quote explaining their inspiration or representation. Another way to value children's artwork and creations is to provide descriptions and comments on a separate note to ensure adult's printed text is not privileged over the children's representations. The preschool room showed evidence of an exploration of clouds with various creations posted and a poll of children's favorite ice cream flavors with their created cone and flavors. The educator picked wildflowers this</p>

General Comments

morning to set up on the sensory table with scissors for cutting and arranging. In discussion with the educator, a reminder was made to add picture books to invitations to extend children's learning. A check in the books discovered two picture books related to gardening that were added to this morning's invitation however, the book selection needs to be updated to reflect current interests, passions, and abilities in the room. There were several books related to Christmas and many leveled texts. Having a bookshelf may support children's care of the books, possibly highlighting books based on current interests or invitations standing on top of shelf and throughout the environment to support children's inquires and play. For example, picture books and informational books could be located in the block area to extend learning and inspire children's building. The educator has her own stack of books that she shares with the children for read alouds but keeps them up on the shelf when not reading them as she purchased the texts. I reminded the educator that a selection of books should be available to the facility by the operator to meet the needs and interests of the children and educators. The local library can be a resource for additional picturebooks and informational texts building on children's questions and interests.

There was a discussion with the educator about the importance of pre-planning curriculum. The educator mentioned she fills in a daily calendar at the end of the day of the day's activities. The suggestion was made to create a plan for the next day based on the current day and reflections on children's interests, questions, abilities, and strengths. Including next steps on documentation is another way to show the reflective practice of thinking about children's learning and making plans to support and extend learning.

Four child files were reviewed and were in order with the exception of phone numbers for emergency contacts in one file which the administrator was correcting immediately. New staff files were reviewed, and one educator had a completed criminal record check, but no vulnerable sector check noted on the form. A new process through local police has been providing two forms, one with VSC checked and one without so the administrator was advised to request the second form from the educator to confirm and have a record of the vulnerable sector check in the staff file.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

July 30, 2025

Date

original signed by
Morgan Calhoun

Signature of Operator/Designate

July 30, 2025

Date