

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 Main Street	Licence Number 2024103	Inspection Date October 17, 2025	
Facility Name Creative Childcare in Oromocto		Telephone Number (506) 471-5219	
Address 260 Restigouche Road Oromocto NB E2V 2G9			
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
11 The qualifications and training requirements for administrators and educators are as follows: (a) an administrator and educators must hold a valid first aid certificate and a valid cardiopulmonary resuscitation certificate;	11(a)	Nov 17, 2025	
Comments: Two educators in one room did not have recognized first aid certificates. Educators must hold a valid first aid certificate and cannot be left alone with children until completion.			

General Comments
When licensing staff arrived, the preschool children were playing in the outdoor playground. Children were climbing on the wooden structure, pushing trucks around the space, pulling wagons, sitting in the sandbox and running with their friends. One child noticed the small house with books and chose a book to sit on the log to read. This is a positive addition to the outdoor play area. Children in the infant and two-year-old rooms joined the preschool children outside with the infants entering their play space. The infant area had a variety of vehicles, a container of lego, a sandbox filled with sand and materials, a water table with boats, and some small chairs. The sandbox in the infant area had a sufficient amount of sand for play but the preschool sandbox is quite sparse. The administrator noted that the sandboxes were filled when opening but the children had dumped it out in the preschool area. The preschool sandbox will require additional sand in the spring to afford sand play. The children in the three-year-old room went outside after lunch and spent the morning in the classroom. The children were assigned to a play area and invited to come to the table with an educator to do a Halloween monster craft. The Halloween craft involved the educator putting glue on an outline of a monster and the children placing craft items within. A suggestion to the educator was to allow the children to place the glue on themselves as two children used the bottle of glue when the educator was away from the table with success. To support children's success and minimize waste, bottles of glue with a smaller amount inside could be provided to children so they can decide on where they want to place the glue and learn how much is needed. Ensure there is a glue bottle for each child creating. There were a variety of crafts posted throughout the space related to fall and Halloween and encouragement is given to provide more open-ended creative invitations. To further respect children's creative representations, children should be encouraged to print their own names on their creations valuing their current ability. Having a model of each child's name accessible to the children when signing their name will support their success.

General Comments

Another important element is to have writing materials accessible in a predictable location so children can access and create throughout the day.

Some considerations may be given to limiting or assigning children to a specific activity and instead allowing children to choose which area they would like to play. Educators can promote children's agency by providing invitations that engage children's interest and helping children problem solve when there are disagreements. A visual routine will also support children's self-regulation due to a predictable routine.

An educator was observed helping a child transition to lunch time by getting down to the child's level and explaining that their friends were hungry so that is why they were cleaning up. The educator used the time after cleanup to play an action game with the children in preparation for hand washing which the children responded to by replicating the educator's actions. A similar, predictable song or action may support reminder of upcoming transitions.

Children's lunches were placed on individual plates for each child and their water bottles placed at their spots at the table creating a positive meal experience. Infants sat in individual chairs in a circle able to view their friends and the educators as well as talk to one another over the mealtime. Licensing staff and the infant educators discussed the importance of providing children with their bottles, if applicable before being placed in their cribs for naptime. The educators mentioned they are still learning the children's sleep schedules and have noticed one child falling asleep during lunchtime which may require a change in this child's lunchtime so there is no risk to the child falling asleep with food in their mouth or having an earlier lunchtime for all infants to better accommodate hunger and sleep needs.

Documentation was evident throughout the centre. A dominance of children's names was evident in the two-year-old room and learning stories throughout showed descriptions of experiences, quotes and photos of the children, connections to the curriculum, and some next steps. Documentation of the preschool class' recent field trip to the apple orchard was located down at the child's level with a variety of photos and connections as well as documentation on a visit to the local park. The preschool class has a wall with the title Every child is an artist highlighting children's creative representations and some open-ended invitations. A family wall with family photos was evident in each room.

The books in each room were reviewed and a suggestion provided to the administrators to consider a variety of genres and texts for children. Books were only located on the bookshelf in some rooms and encouragement is given to provide books throughout the room to support learning areas such as books related to vehicles with transportation or science and informational books provided in the science area. Invitations and provocations offered to children should also include texts to support the inquiry. With a focus on fall and Halloween evident from the documentation on the walls, books related to these areas should be available to children and read during read-alouds. Part of educators' purposeful planning is to ensure texts are available to support children's play and literate identities. Educators can use the library for specific interests; however, the operator needs to ensure educators have a variety of texts available on-site to support children's interests, abilities, and experiences. Texts should also be available representing diverse identities allowing children to experience "windows, mirrors, and sliding glass doors" (Rudine Sims Bishop) available in the connections to texts. More specifically, to view texts representing their own identity (mirrors) building a sense of belonging and texts that represent the wider world (windows) allowing children to see a range of possibilities finding their own connections/differences and helping children to step into stories and change perspectives (sliding glass doors).

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

October 20, 2025

Date

original signed by
Morgan Calhoun

Signature of Operator/Designate

October 20, 2025

Date