

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 Leanne Mabie	Licence Number 2024107	Inspection Date August 07, 2025	
Facility Name Mabie's Babies		Telephone Number (506) 897-1938	
Address 102 Cross Road Temperance Vale NB E6G 2E3			
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
31(3) An operator shall maintain the outdoor play area of a licensed facility to ensure the safety of the children.	31(3)	Aug 15, 2025	
Comments: The wooden swing set attached to the play structure shows evidence of rot and needs to be repaired or removed to ensure the safety of the children using it.			
33(2) Stationary equipment in the outdoor play area shall be surrounded by a protective surfacing and installed according to the manufacturer's instructions.	33(2)	Aug 15, 2025	Aug 11, 2025
Comments: Deficiency is now compliant. The large wooden play structure requires protective surfacing to ensure the safety of children playing on it.			

General Comments

A child was arriving at the facility when licensing staff arrived. The operator comforted the child and reminded her that her mom was going to work and then would come back to pick her up. The operator set out colored dinosaurs, bowls, and colored sticks on the table in the living room for children to match, count, and build. One child began identifying the dinosaurs and when stuck on a name, licensing staff suggested doing an online search which provided the names and extended the discussion to the size of dinosaurs. This is a way to add in digital literacies to support children's questions and interests.

One child began asking if they were going outside so the operator reminded children to begin getting ready. Two children began to clean up while others put on shoes and outdoor clothing. A visual routine posted on the wall will help children with transitions and predictability. As well, including a transitional rhyme, action, or song will remind children of clean up time before going outside, having snacks and meals, and nap times. The operator brought the children's water bottles outside and placed them on the step accessible to the children. The main entry into the home has several spider webs and spiders falling when the door is opened so the operator was encouraged to keep this area clean so parents and children can enter without the spiders falling on them and scaring a child or parent.

The children began playing on the large wooden play structure outside and a conversation between the operator and licensing staff discussed the need for a protective surfacing under the play structure and attached swing set. The operator has already ordered pea gravel to be delivered and plans to build a wooden barrier around gravel to maintain it. The operator filled up the water table for children and there was a small area of earth for children to play with a sit on digger and construction vehicles. Adding additional sand to this area will provide a

General Comments

softer area for children to play. Resources were scattered throughout the outdoor area and a recommendation was made to do a cleanup and some organization so children can easily find favorite items. Resources could be placed inside an outdoor storage area with ride on toys beside so children can independently choose and know where to put resources at cleanup. The operator mentioned she is considering a fence to block off the front part of the outdoor space to provide peace of mind for children that like to run.

Child files were reviewed and complete information in each with daily information sheets for children under 2. Learning stories were posted on one wall with individual family photos. Learning stories included descriptions of the learning with photos and quotes from the children. A recommendation was made by the licensing staff to begin making connections to the curriculum in learning stories to highlight the important learning children gain in play. The operator and licensing staff discussed the use of a journal to note children's interests, passions, questions, and abilities throughout the day. This will provide a space for the operator to reflect on the learning and plan curriculum. The operator mentioned the use of a white board to document children's learning and licensing staff gave some examples on how this can be used including printing children's names in different colors on the whiteboard so they can begin to recognize their names. Some additional examples were given to the operator on how to document children's learning as learning stories are only one way. An example of following a child's interest was explored as a child took an interest in the holes and color of a rock while outside. A question was posed to the child on what would happen if the rock was washed, and the child noticed it changed color and some holes created from dirt disappeared. Further ways to support this child's interests and questions is to include picture and information books about rocks within the environment and include an activity such as painting rocks. Additional research on rocks could be explored online by finding the names and compositions of rocks.

One child had a nap while licensing staff was present, and the child was placed upstairs in a playpen for sleep. A discussion between the operator and licensing staff clarified that playpens are not recommended for unsupervised sleep. A solution was found to place the playpen in the space between the kitchen and living room so the child can sleep in the playpen and be supervised. This will ensure any children not napping will also be supervised at all times as the operator had been conducting 15-minute checks on the child upstairs.

Two shelves in the living room where children spend their time have accessible resources. The bins are currently labelled with print, but the operator is going to be updating the labels to reflect a photo and print. The containers on the shelves contained superheroes, vehicles, stuffies, dinosaurs, blocks and magnetics. A large felt board is located on the wall for children to place felt animals and ocean elements. Two books were sitting on one of the shelves. Additional resources and books are kept in the porch. Licensing staff recommended bringing one of the bookshelves into the main living area, so the books are visually available. Writing materials and paper should also be available at all times. The operator is encouraged to represent the curriculum areas within the main play space and extend curriculum areas outside. The inclusion of puzzles, games, musical instruments, and dress up clothes will support children's engagement.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

August 11, 2025

Date

original signed by
Leanne Mabie

Signature of Operator/Designate

August 11, 2025

Date