

## 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 Fredericton YMCA		Inspection Date June 25, 2026	
Facility Name YMCA Early Learning Centre		Licence Number 504001	
Address 570 York Street Fredericton NB E3B 3R2		Telephone Number (506) 462-3000	
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 46	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

The two-year old group were getting ready to go outside when licensing staff arrived. Attendance has been down this week with the beginning of summer. Educators counted the children as they were going outside. The outdoor area feels much larger without the large play structure. Natural elements fill the space inviting children to play. Children used the paved area to drive trucks around the painted track, each child having their own truck. One child then moved to play ball and look at bugs with one educator while the other educator watched as children ran in the wood mulch area and then followed their lead to bounce a ball on the net. The children went to choose more balls so they could bounce more on the netting and each have one. After a period of time, the children moved up to the wooden deck and rolled and threw the balls to one another and on the deck and mulch. There were additional areas for children to play: in the large sandbox with stone seats surrounding it, small climbing walls, wooden kitchen, grassed area, and balancing stumps.

Children in the three-year-old room were swimming this morning and then returned to their room to play. The planned programming for the week is bugs and Halloween and the documentation, resources, and books reflect this. The children were painting butterflies and were excited to share their paint choices. Posters on the side of the shelf showed the anatomy of a fly, mosquito, and a ladybug. An invitation on a table included letters and bugs. The children were excited to "feed" licensing staff with their large selection of food and materials for preparation. The bookshelf included a selection of Halloween books, and the educator mentioned the children were interested in ghosts and skeletons. Licensing staff and the educator discussed a possible picturebook to add to their skeleton collection, Jon Klassen's *The Skull* and the children asked questions about it making a comparison to one of the books on their shelf. A second group of three-year-olds were in the loft and then outside. The loft area has been updated and provides a calming environment for children to enjoy books and play.

Children in the four-year-old room were engaged throughout the space. Several children were interested in a new person in the room and once licensing staff shared the experience of food offers in the three-year-old room, the four-year-olds wanted to share their "food" too revealing the contents after eating. The children delighted in making the contents more alarming than the last. One educator sat on the floor with children and talked about their magnetic creations and then, at the request of the children, helped them add to their artwork from earlier in the day. A relief educator came in to relieve an educator for a few minutes to prepare lunches and helped the

General Comments

children with the tape and modelled how to rip each piece of tape off explaining each step. A second educator sat with four children in the reading corner for several books. The educator read with expression talking to the children and responding to questions as she read. Several reminders were given for clean-up beforehand and when the final reminder was given, most children started to clean up. One child asked an educator if they could leave their magnetic creations up for after lunch and the educator quickly agreed respecting the child's ongoing building.

Webs have been created with children in each room and the resources and artwork reflect this. Plants and natural items are located throughout the spaces with photos in frames of the children at play. Learning stories expand on interests, play, and experiences. Children's names are evident in many rooms and some documentation highlighted children's names in bold print allowing children to find their names and their friends. Educators were engaged with children inside and outside, often reading children's cues to allow more independence in play by themselves or with friends.

original signed by  
Angela Tozer

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Signature of Early Learning and Childcare Licensing Staff

June 26, 2026

\_\_\_\_\_  
Date

original signed by  
Amanda Bird

\_\_\_\_\_  
Signature of Operator/Designated staff

June 26, 2026

\_\_\_\_\_  
Date

*"I hereby acknowledge receipt of this report"*