

## 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 The Preschool Centre Inc.		Inspection Date June 09, 2026	
Facility Name The Preschool Centre		Licence Number 518003	
Address 717 Windsor Street Fredericton NB E3B 4G3		Telephone Number (506) 458-8982	
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 126	Ages of Children INFANTS PRESCHOOL SCHOOL-AGE	
ELCC 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)	Jun 26, 2026	
Comments: The paved section of the playground has some areas of lifted paving blocks, open cracks, and a protruding cement block under the basketball net that pose a tripping hazard. Please correct the surfacing in the paved section to ensure the safety of children running and playing. The ground is evident around the protective surfacing under the swings and is recommended to be raked regularly to ensure children's safety.			

General Comments
<p>Children were playing outside during morning dropoffs. An educator at the gate took attendance of each child while each child's educator welcomed children for the day. Once most children in each group were in attendance, educators asked children to do a quick outdoor clean-up with educators joining in and then to line up by the gate. Educators called out each child's name before leaving the outdoor play space ensuring correct attendance.</p> <p>Walking in the front door, the respect for children and their environment is evident. The flooring has been updated, and documentation of children's learning is posted on the walls. Notices of monthly outings and plans are posted outside each room along with permission slips for parents. Two groups were going on a regular outing today after snack and educators took turns cleaning up and reading to the children. One educator recognized a wait for the bus arrival and began singing songs with movement with the children joining in joyfully passing the time.</p> <p>Children in two rooms were practicing songs for the upcoming graduation. After singing, children were reminded to use the washroom in preparation for going outside. Educators in each room put gloves on to apply sunscreen to each child. Children in one room looked at books and played until they had their sunscreen on while the second group continued to sit in circle time extending the waiting time for transitioning. Is there a way to reduce long transition times for children such as playing games such as I spy, singing familiar songs, or when going outside, one educator taking children outside while others get ready?</p> <p>Documentation was evident throughout the centre and in each room. Educators have begun using large drawing books posted behind a clear plexiglass in each room allowing children to contribute to each page. In</p>

General Comments

one room, children had drawn a picture of their earth and the educator had labelled with each child's name and in another room, educators documented a discussion with children about fibre and asked children to name and draw foods to represent fibre-rich foods. Documentation showed the value of children's artifacts posted on lines and walls and learning with and from children in experiences. Outings and invitations were documented in learning stories, photos, and quotes. Learning stories included descriptions and connections to the curriculum. A recommendation is to lower learning stories to children's height so they can re-visit their learning and for educators to date and include their own names. Valuing relationships is evident on family walls with family photos and names, the inclusion of parent collaboration added to documentation, and representing the diverse backgrounds of children with a map and printed locations. One room had created a storybook with each child illustrating a page with the educators labelling and printing their story. To avoid the privileging of adult print on children's illustrations, educators could encourage children to print the narrative with support from the educator or to dictate their narratives to educators and include on a separate page. A suggestion to include digital literacies could be to upload a photo of each child's illustration and allow children and educators to add print digitally.

Educators were observed in discussion with children, responding to questions, and supporting children in disagreements or small bumps. Many educators were viewed helping children problem solve and supplying words to help children explain their feelings. Giving children the time, space, and guidance to listen to one another to resolve disputes builds community and fosters empathy, whereas requiring children to say sorry without discussion teaches children that two words absolve them of responsibility.

Resources are accessible in each room for children with mark-making materials available. Bookshelves in each room include texts with some rooms heavily focused on narratives or character books. Ensure there is a diversity of texts building on children's interests, adding to curriculum areas, and responding to children's questions and wonderings. In the outdoor play area, there are resources to support children's building, investigation and movement. Today, a sprinkler was turned on for children to enjoy running through and collecting for water play. A way to encourage print literacies in the outdoors is to have informational books related to bugs, plants, etc, and other texts available, as well as mark making materials such as clipboards with white paper and an attached pencil for children to illustrate, document, or print.

original signed by  
Angela Tozer

\_\_\_\_\_  
Signature of Early Learning and Childcare Licensing Staff

June 15, 2026

\_\_\_\_\_  
Date

original signed by  
Kristine Schuttenbeld

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

June 15, 2026

\_\_\_\_\_  
Date

*"I hereby acknowledge receipt of this report"*