

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 Future Footprints Family Centre Inc.	Licence Number 2011275	Inspection Date May 07, 2025	
Facility Name Future Footprints Family Centre		Telephone Number (506) 273-4250	
Address 9 School St Perth-Andover NB E7H 4T4			
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

General Comments

The children that were not napping were in the preschool room playing with multiple invitations set up around the room. Children were painting with an educator to create a Mother's Day present or one child was making an item out of pipe cleaners and beads for mom. Children were lined up at the request of the child running the ice cream shop to get their ice cream while another child took phone orders on the phone provided in the booth. A sensory table was filled with sand and had tweezers and letters buried with a laminated sheet for a letter hunt provided. Bugs were evident throughout the room and books provided on the shelf reflected children's current interest in bugs. A web on the wall was started expanding on outdoor creatures.

Educators got down to children's level when answering questions and speaking to children. Educators were observed providing time for children to respond and being patient. Children's success in trying new activities on the playground were celebrated in photos and explanations and children's artwork respected by the multiple areas of their postings and a space for drying.

Two educators were provided time to reflect and purposely plan curriculum for the next week building on children's strengths and interests as well as ways to extend and provoke learning. The educators mentioned they are having a staff meeting tonight to expand on children's favorite books and create invitations to expand their interests. They have been focusing on authors and illustrators and celebrating literate identities. Rooms include elements of softer lighting and many postings reflect Indigenous and French languages.

The staff-to-child ratio was more than met today as several educators were present in each room. There were no new educators on site and staff files are up to date with current checks.

Children in the two-year-old room were having circle time with two educators. The educators asked each child individually how they were doing today. The educator presented a felt board with the pieces for five green and speckled frogs and involved the children in putting a frog or bug on the felt board. Then they sang the song reminding children of the actions. The educator led the singing slowing down for children to join in. The educator prompted children to count the remaining frogs. The educator whispered the last verse of the song and the children recognized this shift watching the educator and smiling. After the song was finished, the educator invited a transition to their lunch by singing an additional verse of five green and speckled frogs with a child's name and the opportunity to jump into the pond, put their mat away and go to the table for lunch. In between

General Comments

children, the educator would ask children how many were left.

Children joined the table for lunch and an educator sat at a table eating with children while all educators encouraged children to eat and giving them choices for additional snacks. After finishing, children washed their hands and used the washroom and then went to their mat or for children that don't sleep, they joined the other room. Children were very familiar with the routine.

A child had bumped their head while walking to the table and the educator offered an ice pack which the child used for a few minutes. The educator wrote a note for the parents to notify them of the possible red mark.

Children's names were posted in both rooms in several areas with photos of the children encouraging name recognition. Documentation was evident in each room and in the hallway showing the rich learning children are engaged in. The educator in the two-year-old room mentioned they have been focusing on authors and illustrators, and they focused on Eric Carle for a month. Eric Carle's photo, name, and information about him was posted in the author/illustrator area showing children that authors and illustrators are people like them. A poster of their multimodal exploration of Eric Carle was posted in the hallway with photos, quotes, images and a created caterpillar highlighting the poster. Invitations had been created to allow children to retell The Very Hungry Caterpillar story with cut out pieces and the book, children used tissue paper to illustrate their own books similar to Carle's illustration methods, materials to create butterflies and caterpillars were offered, as well. This bulletin board also included documentation of the educator's PL opportunities and how this knowledge was shared with children showing the importance of early childhood educators' learning and co-creating knowledge with children.

The wealth of documentation evident in each room show the children's engagement in the outdoors and inside. Documentation supported the educator's intentional response to children's interests such as a child bringing their favorite book and an educator finding a puppet to expand this book or a child's interest in balls was documented over two months showing the expansion of knowledge when environments support children's interests as different provocations were set up to expand on balls. In response to children's resistance to trying new foods, the facility created a taste test Tuesday allowing children to try new foods and experiment with them in play. The rooms are welcoming with curriculum areas represented and small areas inviting children to play with magnets and learn more about the life cycle of the frog.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

May 07, 2025

Date

original signed by
Marguerite Gallagher

Signature of Operator/Designate

May 07, 2025

Date