

## 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.		Inspection Date April 09, 2026
Facility Name Future Footprints Family Centre		Licence Number 2011275
Address 9 School St Perth-Andover NB E7H 4T4		Telephone Number (506) 273-4250
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 60	Ages of Children PRESCHOOL SCHOOL-AGE
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**

When licensing staff arrived, children were eating snack at their tables. When children finished, they cleaned up their snack and moved to the carpet. One child had brought a book from home and an educator sat with the child on the carpet to look at it and then as more children joined, they read one of the short stories. All the children were sitting close to the educator as she read while the second educator cleaned the tables and chairs.

The educator stopped often during reading to ask the children questions about how the characters in the book may be feeling and if the children recognized language such as taut and hoist. She provided space and time for children to respond and ask their own questions. On the last page of the story, one child asked if they could read another story in the book and the second educator stated that they had to do circle time first. A reminder that curriculum should follow the child's lead and be flexible allowing space to follow the children's interest.

Circle time was over ½ hour with songs, questions, and a cup for chosen tasks. The children's names were in the cup, and a child chose a name throughout circle time to determine who was going to hold the flag during O Canada, wish children not in attendance well, state the weather, and choose the book. Educators were engaged in singing and actions during each of the songs. Several children had difficulty sitting on the carpet for an extended time and one educator reminded children to "sit on your bum", "pay attention guys", "have a seat", "you need to stay on your spot", and "you need to listen now". It's important for educators to observe children's behaviors as a cue to adapt plans remembering to have reasonable limits for children.

During circle time, one educator held up affirmation cards for the children to name. The children were familiar with them and offered up new affirmations. The book chooser today went to the shelf to choose a book and which educator to read. The educator read with lots of expression and encouraged children to do the actions as represented in the book. The educator invited each child to pick out objects on specific pages.

At the end of circle time, one child wanted to play sleeping bear, so the educators provided a choice for children to play the game or begin free play with some children joining the game. The resources in the room are accessible for children and provide areas for exploring science, math, nature, building, and creating. Areas are

General Comments

set up intentionally with texts and activities to support interests. A created light table was filled with water and materials and a sensory table had grass and rice for exploration. A table was set up at the entryway with a sheet of paper with each child's name and a blank space inviting children to sign their names including a basket with writing utensils. One educator called each child up to sign their name encouraging children to print each letter and asking children to erase letters and correct them. It's important for educators to respect children's approximations and invite children to print their names (being mindful of child's age) but not require it as this may cause children to lose interest and get discouraged.

Documentation is posted throughout the room showing the rich learning children are engaged in. Children's quotes are posted throughout the space individually and as part of experiences. Children's predictions are documented in science investigations and ideas reflected in postings. Included in posted documentation are connections to the curriculum framework, why learning is important in specific areas for children, extensions for learning, and educator's own reflections. Photos of children, families, and the natural world are posted throughout the space as well as children's names supporting a feeling of belonging.

An educator encouraged a child that wanted to paint a book at the table, asking the child about each of their pages and carefully handling pages to dry. The educator reminded the child they had five minutes before clean-up and when the second educator stated it was clean-up now, the educator reaffirmed to the child and second educator that they were given time, building trust between the educator and child. Giving children a reminder of upcoming transitions nurtures a child's mental flexibility and self-regulation.

original signed by  
Angela Tozer

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Signature of Early Learning and Childcare Licensing Staff

April 23, 2026

\_\_\_\_\_  
Date

original signed by  
Operator has not returned signed copy of the inspection  
report to date

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

April 23, 2026

\_\_\_\_\_  
Date

*"I hereby acknowledge receipt of this report"*