

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 Catherine Crilley	Licence Number 2014855	Inspection Date October 27, 2025	
Facility Name Crilley Connections Child Care		Telephone Number (506) 357-9938	
Address 281 Restigouche Road Oromocto NB E2V 2H2			
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)	Oct 31, 2025	
Comments: Some wooden pieces throughout the outdoor play area show evidence of decay such as boards on climbing wall, wooden log benches, and stumps. There is also standing water in several tires that did not drain when moved. Please ensure all outdoor resources are safe by replacing rotten boards and ensuring holes in tires provide proper drainage.			

General Comments
When licensing staff arrived, children were finishing snack and returning to their rooms for play. The children in the two-year-old room were asked to come get their hand painted white for a ghost craft. The educator asked children questions as their hand was painted about the feel and smell of the paint. One child was resistant to having their hand painted so the option was given to the child to do it later. To provide a more open-ended activity, educators could set up an invitation with white paint and black paper and allow the children to create their own representations of ghosts, painting their own hands, if desired. A book relating to Halloween ghosts may support the inspiration of creating ghosts. Each room has a community wall with photos of local places and a family wall. Resources are located throughout each room with a selection of blocks, magnetics, animals, transportation, and dress-up. New dress-up costumes were offered to children today and they eagerly began to put them on. Documentation is evident in the hallway with learning stories related to science, successes, and painting. Bright paint was observed on white paper allowing children to express their emotions in emotion monsters. A reminder that learning stories can include the educator's name, quotes from the children, and next steps. The children in the four's room were cutting sheets provided by a parent today. The educator was supporting children with tips for holding the scissors. Children wanting to draw were encouraged to get their individual scribbles to draw in. Each scribbler had the child's name on the front, and they were supported in finding their own by identifying the first letter of their name. Children were describing some of their representations as they drew and this may be an opportunity for the educator to document their descriptions and attach on the back of children's creations in their books. Scribbles also afford the opportunity to create multiple pages in the form of a book although individual paper is available to allow children to create new images and document their ideas. The children's names are available on laminated pieces as a model and one child created their name on a play

General Comments

tablet. Encouraging children to print their names on representations will further support children's connection to print literacies.

The infant room is open and allows for children to freely move about and explore. Children were familiar with the routine and noticed that as an educator moved to one area, it indicated lunchtime. Children were encouraged to clean up and each child gathered resources around the environment to give to the educators for clean up, then lined up at the door for lunch.

Children in the two- and three-year-old groups went outside to the playground this morning while the 4-year-old group went for a walk. Children engaged in play on the teeter tooter, play structures, slides, pulling wagons, digging, and carrying buckets around while running and laughing with friends.

Some suggestions to support children's literate identities: ensure writing materials and paper are accessible to children at all times, children's names to be located throughout their space so they can begin recognizing their own and peers' names, and for books building on invitations and provocations to be located throughout the space and expand on learning areas. For example, the building tiles may have some texts related to construction and informational texts related to structures to inspire children's building and creating. Educators are reminded to use positive language with children and avoid language that threatens to deprive a child of play or attempts to restrain a child physically. When offering praise to children, include a description of what was observed and possibly why it is important. Please ensure any staff member completes all consents and requirements before beginning work.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

October 27, 2025

Date

original signed by
catherine cilley

Signature of Operator/Designate

October 27, 2025

Date