

## 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 Tobique First Nation Child & Family Services Inc.	Licence Number 2020082	Inspection Date September 24, 2025	
Facility Name Tobique First Nation Headstart		Telephone Number (506) 273-5408	
Address 13104 105 Route Tobique First Nation NB E7H 3Y2			
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

Children were seated having snack when licensing staff arrived. Children were offered additional servings of snack and encouraged to sit and eat. When children were finished, they were reminded to clean up before heading to play. Once all the children were finished, the educator set up a Jello invitation inviting the children to come explore. Children were provided with materials to cut and roll the Jello as they discovered the items hiding. Educators asked children questions relating to their senses such as what does it smell like, what does it taste like, and what does it feel like. The educator documented the children's exploration with photos and repeated language shared by the children.

The rooms are arranged so materials are accessible to the children and regular cleaning was observed. A sensory bin was available in one corner with rice and a water table set up. An easel with multiple spaces for creativity available for children to paint at any time. Rooms include multiple areas with children's names and photos supporting children's literate identities. Documentation is located within each room and in the hallway highlighting learning stories, children's photos, families, and quotes. Multiple posters indicate daily questions that are asked of the children and their quotes documented showing the value of building on children's experiences and knowledges. A visual schedule is posted within the room so children can predict their day.

Educators were observed engaged with children in play, getting down to their level and asking questions of support. Reminders were given in advance of transitions and a familiar clean up song when played motivated all the children to clean up. The children became interested in building a fort with the soft furniture and educators supported their play by bringing out blankets to support their forts.

Educators met with children on the rug after a clean up and sang three songs bringing in the Wolastoqey language to countdown to the songs and one song focused on the weather. The educator read a picture book discussing Orange Shirt Day and mentioned the orange shirts that were worn by educators and children making the connection to cultural identity.

After story time, the educators asked children to line up to go outside and took attendance before heading into the hall to put on outdoor shoes. Both groups of children went outside, and educators located themselves throughout both outdoor areas to engage with children. One area allowed the children to drive ride-ons on the

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paved areas, dig in the gravel, or play in the houses. Children in the other outdoor area explored the play structures and played on the grass areas. The educators had ideas based on the children's play to add lines on the pavement for stopping and creating licenses and tickets for bike drivers extending the children's play and interests.

Child to staff ratio was more than met with the educators in each room. The administrator and licensing staff discussed the ongoing PL educators are engaged in, and a recommendation was made for available webinars to support their learning.

original signed by

Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

September 24, 2025

Date

original signed by

Kelly Saulis

Signature of Operator/Designate

September 24, 2025

Date