

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 UNB Children's Centre		Inspection Date April 15, 2026
Facility Name UNB Children's Centre		Licence Number 2023050
Address 10 MacKay Drive Fredericton NB E3B 5A3		Telephone Number (506) 453-5024
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 20	Ages of Children PRESCHOOL
ELCC Licensing Staff Susan Dickeson	Position Title Quality Assurance Monitor	

Order for Compliance	Regulation	Date to be corrected	Date corrected
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General Comments

Licensing staff arrived in the morning when the children were having snack. All the food is brought from home, but the children have an open snack where they take their time eating and makes choices about how hungry they are and what they want to eat now and/or later. Many of the activities and practices at the centre are designed collaboratively with the children and help increase the children's personal agency, critical thinking skills and self-development. The morning's activities included a gathering time, choices in invitations for play and a surprise gift of cut out cardboard fish from another faculty that the children ended up painting. The art centre was especially well arranged for free painting with inspirational ideas of colour, painting and painters with varied and accessible materials to spark the imagination. The learning stories were especially beautiful with original and innovative uses of materials, images and print. The connections to the NB Curriculum are everywhere and the educators are very well developed in their ability to communicate its lessons and values to the children. There were co-constructed fairy tales that originated from story stones, an Authors and Illustrators board, and a great example of a group art project where the children took the lead and taught their peers and their educators how to do painted handprints and create an abstract artwork together.

After snack the children went outside. It was raining lightly but the educators helped the children dress appropriately in their muddy buddies etc. and the children were able to play in the sand and water without discomfort. The outdoor play area is fenced and gated, with plenty of natural materials, old trees, two hills, a garden with flowers starting to bloom, a shed for storage, a mud kitchen under a raised playhouse and a platform that can be used as a stage. There were embedded tires for climbing, shovels, rakes, buckets, a wagon and some larger trucks that some of the children used to ride on down the hill. This riskier play is documented in a learning story where the educators demonstrate how they taught the children to break the activity down into its elements for safety and to ensure that they had control, ie. not running into their friends or going too fast.

Transitions were smooth, the educators used music to signal clean up time and the children engaged in a communal clean up outdoors before coming inside. Once inside everyone washed their hands and had lunch, also self-directed and at their own pace. The lights were lowered and calm music was played to indicate a rest/quiet time for lunch and to reset before the afternoon gathering time and invitations for play. If anyone is working on something or a project either inside or outside it is preserved by putting up a stop sign and then the

General Comments

children can return to their project later.

The child and staff files were checked, and everything was up to date. The fire drills, attendance records, first aid kit check lists, cleaning and sanitizing and other administrative records were all up to date as well. The center was set up in an interesting manner with a flexible schedule that was posted with pictures and words. The environment is very multicultural with many of the children learning how to speak English in this setting and google translate was sometimes employed to help out with this. There were communications about the day's activities for parents on a communications board and educators invited the parents into the center to share their interests, family traditions and to read etc. The day had a relaxed flow that was comfortable for everyone.

original signed by
Susan Dickeson

Signature of Early Learning and Childcare Licensing Staff

April 15, 2026

Date

original signed by
Sarah Somerville

Signature of Operator/Designated staff

April 15, 2026

Date

"I hereby acknowledge receipt of this report"