

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 Creative Childcare in Pepper Creek Inc.	Licence Number 2023110	Inspection Date July 11, 2025	
Facility Name Creative Childcare in Pepper Creek Inc.		Telephone Number (506) 454-7510	
Address 148 Mataya Drive Richibucto Road NB E3A 0A6			
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

When licensing staff arrived, the infants were engaged in play in their space. Each infant room had a variety of resources for the children accessible in baskets and on shelves. There is a small couch in each room that children enjoyed laying and sitting on. Documentation was posted down at the child's level in each room with a description, connections to the curriculum, children's names and quotes, the creator's name and date. Learning stories and artwork posted showed evidence of open-ended art being offered to the children and the educators building on children's interests and experiences.

Before snack time, educators took children to the washroom to complete diaper changes and wash their hands. Children were provided a choice of snacks out of their lunches and encouraged to eat while practicing self-help skills such as using a spoon. There was a conversation with one of the infant educators about a child's tiredness in the morning and the child falling asleep in an educator's arms. Licensing staff suggested to meet the needs of the infant, they could be offered a nap period in the morning and discussions with parents may provide further clarity on the children's sleep needs at home. The child was offered a nap this morning and were able to engage in play after a short nap.

All the children went outside this morning for at least an hour. The younger preschool children and infants visited the fenced in playgrounds while the older preschool children and afterschool used the field and sand box area. The educators brought bubbles outside to allow the children to blow bubbles and the educators also blew bubbles allowing the children to pop and grab them. Educators were engaged in play with the children encouraging children and helping children problem solve disagreements. There was a variety of supporting resources for the kitchen and sand box outside and educators were encouraged to create invitations and provocations for the outside area too. If child-to-staff ratio can be met, the administrator or an educator could prepare the outdoor area for play such as filling water tables, setting up invitations or provocations, and checking that the area is safe. Some boards on the wooden car need to be repaired as splinters could occur if children place their hand on certain areas. Several planters are located within the playground with plants planted by each group of children. A reminder to continue showing children the care of plants by topping up soil, as needed and watering daily. There are several tonka toys in the outdoor toy bin that show signs of rust and peeling paint thus, they should be removed to ensure children's safety.

The curriculum is extended to the school-age room with documentation posted and curriculum areas represented. The educator has created a wall of science experiments that children have been completing including their predictions and observations. The bookshelf could be expanded for this age to include more

General Comments

chapter books and informational texts to support children's interests.

An inclusion support worker was filling in as an educator today as there was a redistribution of educators with vacations and an educator's injury. Inclusion support workers should be completing their role as support to a child or children, as per their signed staff contract when the child is present. The administrator assured licensing staff that this would only occur today due to the extenuating circumstances.

Suggestions were made to the educators and administrator reminding them that next steps can be added to learning stories and documentation that supports a reflective practice. Educators are creating learning stories regularly for individual and groups of children and encouraged to consider multiple forms of documentation such as video clips, photos, children's words, notes from families, children's artifacts, webs, observations, questions, and learning reflections. Educators were encouraged to display children's names within individual rooms, possibly pairing with a photo in the younger ages, as children have a personal connection to their names, and it builds on their literate identities. Educators were reminded that curriculum extends to the outdoor area by providing mark making materials and books in the outdoor area. Documentation can also be posted in the outdoor area and an educator suggested that photos and quotes related to the sand box could be posted on the surrounding area or inside the roof area.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

July 14, 2025

Date

original signed by
Jennifer Godin

Signature of Operator/Designate

July 14, 2025

Date