

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 Tiffany Allan		Inspection Date July 14, 2026
Facility Name Wise Owl Academy- ELC		Licence Number 2024023
Address 2-1300 Onondaga Street Oromocto NB E2V 2P4		Telephone Number (506) 357-0002
Type of Facility Full-time Early Learning and Childcare Centre	Maximum Number of Children 60	Ages of Children INFANTS PRESCHOOL
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 Children were all outside when licensing staff arrived. The infants were playing in their outdoor space while educators took children inside for bum changes, as needed. The educators were located throughout the space talking with children and offering them resources for play. Educators were observant of children by offering comfort when needed and reminders of safe play. The sand in the outdoor sand box needs to be topped up as the bottom is observable in areas. The operator stated they were aware and an order for sand was going to be placed to ensure all the sandboxes had adequate sand. The older children were playing in their outdoor space, and reminders were given to prepare children for going inside. When children were preparing to go inside and waiting for friends, an educator played a game with children to make the transition enjoyable. As each group left the playground, educators counted children to ensure everyone was accounted for. Documentation was evident throughout the facility. Learning stories in the infant rooms documented children's independence, celebrations, outings, sensory experiences, successes, interests, and friendships. Family photos and children's artwork were posted on lines and the wall. Children's names were evident on some of the tables, in sensory bins, and above their pegs. Many of the photos of children showed them at play instead of candid shots which may disrupt learning. One educator has really focused on including next steps in learning stories highlighting the educator's reflection on children's play and intentional efforts to expand on their interests and abilities. Most educators are providing the date of their documentation and their name and licensing staff encouraged all educators to include these details to allow parents to ask questions, to document children's interests and abilities over time, and to show the growth of the educators in documentation. Postings in one of the preschool rooms included a variety of academic posters. To support children's readiness to learn and value children's play, documentation can become a space to make children's learning visible and serve as a jumping off point for next steps in learning. For example, if a child is interested in naming colors, thinking of the environment as the "third educator" can help educators reflect on what colors are evident in the space and encourage educators to create invitations and provocations to support the child's interest. Matching color games and color walks, as well as creating posters of rhymes and songs related to colors that children can
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General Comments

illustrate and then post allow children to gain deeper experiences with colors.

One of the educators in the two/three room was observed by licensing staff engaging children in discussions, transitions, and disagreements. When children were having disagreements or one child was getting frustrated, the educator would get down to the child's level and talk about what was happening, allowing the child's voice to be heard. The educator offered familiar strategies to children to help with regulating emotions such as breathing and letting the child take the lead in what they needed. The educator would ask children if they could resolve disagreements or if they needed support, viewing the children as capable and competent. Observation of the educator's read-aloud with children showed their dynamic spirit, using their body and voice to illustrate the actions in the book, asking children questions, and responding to the children's questions and comments.

New staff files were reviewed, and everything was organized and complete.

original signed by

Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

July 20, 2026

Date

original signed by

Tiffany Allan

Signature of Operator/Designated staff

July 20, 2026

Date

"I hereby acknowledge receipt of this report"