

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 on Main Street	Licence Number 2024076	Inspection Date October 09, 2025	
Facility Name Creative Childcare on Main Street		Telephone Number (506) 452-1702	
Address 374 Main St Fredericton NB E3A 1E5			
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
25 An operator of a licensed facility shall post in a clearly visible and prominent place on the premises: (f) the name and telephone number of the members of the board of directors, if applicable.	25(f)	Oct 10, 2025	
Comments: The not-for-profit board of directors is not listed on the parent board. Please ensure the names and telephone numbers of all board members are posted.			
29 An operator of a licensed facility shall ensure that the traffic area and the outdoor walk-ways of the licensed facility are free from obstructions and hazards.	29	Oct 09, 2025	
Comments: The second stairway to the upstairs was inaccessible. Please ensure both fire exits are clear at all times.			
43 An operator of a licensed facility shall not permit hot beverages in areas that are occupied by the children receiving services at the licensed facility, including the outdoor play area, unless (a) the beverage is in a spill-proof container	43(a)	Oct 09, 2025	Oct 10, 2025
Comments: Deficiency is now compliant. Please ensure hot beverages are kept in a spill-proof container in preschool rooms.			

General Comments

The preschool group were getting ready to go on a field trip to pick apples when licensing staff arrived. An educator offered to read while they were waiting for the bus, but they preferred singing songs. When the bus arrived, children lined up with educators to go out. There was evidence of documentation supporting the apple picking adventure such as a poster asking children to make predictions about the apples and an apple song on the wall that they have been singing. Additional documentation supported an interest in painting and collages done as a group and individually, learning about a pumpkin life cycle, nature and flowers. Children's photos and quotes were posted throughout the space.

Children in the other age groups went outside in the morning and the infants went for a walk. Educators had music playing and children were dancing. Several children were playing at the wood kitchen with a variety of materials while others were walking around with educators or playing in the large sandbox.

The parent board was reviewed and all new staff files checked. Ensure that any staff that have moved from another centre have all checks and required forms on site.

General Comments

Once the children came back inside, educators set up invitations in several areas. One table had construction paper and a basket of markers available, and a second table had a sensory basket with fall items including bugs. One of the educators sat down to chat with the children about the items. A table had a container of water and animals provided with toothbrushes for the children to clean the animals. A child that had been inside with a staff when the children were outside was then offered the opportunity to go outside. To encourage children to play together, group activities like going outside should include all children as discussed with the administrator. Educators in the two-year-old room were coloring at the table with children after going outdoors. The educators noticed children were leaving the table so they joined the children on the carpet to sing some familiar songs. One song identified an item of the child's clothing and then their name that the children danced and sang to waiting for their own name to be called.

Each room had evidence of documentation with children's photos and quotes. Learning stories captured children's interests, successes, and experiences. The infant room had a variety of posted sheets with the children's encounters with paint and different instruments such as apples, pinecones, and ice cubes. Learning stories within each space included descriptions, children's names, photos, and educator's reflections. There is an opportunity to add next steps to show ongoing learning.

Licensing staff observed educators limiting the number of children at a table instead of encouraging them to problem solve who can participate. This may be an area for educators to reflect on so children can feel included. This also depends on ensuring that there is a sufficient number of resources available for children present. The bookshelves in each room were reviewed by licensing staff and additional texts need to be added to support children's literate identities. Be sure that a variety of texts are available such as counting books, narratives, informational books, rhyme, repetition, alphabet, poetry, song books, and child created texts. While purposefully planning environments, educators can consider what texts can support their invitations and provocations and connect to children's interests, passions, abilities, and experiences.

original signed by
Angela Tozer

Signature of Early Learning and Childcare Licensing Staff

October 15, 2025

Date

original signed by
Morgan Calhoun

Signature of Operator/Designate

October 15, 2025

Date