New Nouveau Brunswick

Early Learning and Childcare Facility Inspection Report

Type of Inspection:
Renewal 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		Inspection Date
Go-Go Group Inc.		March 05, 2026
Facility Name		Licence Number
Go-Go Preschool Restigouche		2024094
Address		Telephone Number
277 Restigouche Road Oromocto NB E2V 2H1		(506) 455-5436
Type of Facility	Maximum Number of Children	Ages of Children
Full-time Early Learning and Childcare Centre	34	INFANTS PRESCHOOL
ELCC Licensing Staff	Position Title	
Renée LeBlanc	Inspector	

Order for Compliance	Regulation	Date to be corrected	Date corrected

General Comments

Upon arrival, licensing staff verified ratios in all classrooms. Ratios were compliant at the time of the inspection.

In the infant classroom, educators had prepared planned learning experiences aligned with the weekly dinosaur theme. Two invitations to play were set up: a sensory-based table and a magnet activity where children created dinosaur shapes. Dinosaur paw prints were taped to the floor to promote movement and exploration. Children were observed actively engaging with the materials and environment.

The 2–3-year-old group was observed during snack time. Educators provided support as needed, including assisting with opening containers, and engaged children in responsive, age-appropriate conversations.

The preschool group had completed snack and transitioned to free play while educators cleaned and sanitized the eating area. A themed sensory table focused on St. Patrick's Day and Easter was available, containing green plastic eggs, tissue paper, and various craft materials, along with the book Green Eggs and Ham by Dr. Seuss. Children spoke with the inspector about the story and demonstrated recall of it being read in class. They also shared that the table had different materials during Valentines Day.

Additional materials, including pipe cleaners, building blocks, and colouring supplies, were later introduced as an invitation to play. Educators were observed engaging meaningfully with children, including participating in pretend doll play and supporting imaginative scenarios.

The 2–3-year-old and preschool groups prepared for outdoor play. Diapering and pull-up changes were completed as required, and children were appropriately dressed for the weather. During this transition, one preschool-aged child became upset due to missing their parent. An educator responded promptly by offering comfort, validating the child's feelings, and providing reassurance. The child was supported appropriately and joined peers outdoors shortly after.

In the infant and toddler classroom, children finished snack and transitioned to a themed craft activity, using tissue paper to create a dinosaur outline in alignment with the weekly focus. Educators then facilitated a seated

General Comments
group time that included songs about the days of the week, months of the year, and the alphabet. Children also participated in a body-part identification activity and listened to a related story. Lunch followed, with infants seated appropriately at the table. The 2–3-year-old group later returned indoors and engaged in free play, exploring a new musical activity table and observing a large cylinder fish tank. All groups transitioned to lunch. Following the meal, two classrooms transitioned to nap time, with children resting on individual cots and using personal blankets from home. The preschool group participated in a quiet relaxation period, engaging calmly with puzzles and loose parts. One child initiated a Batman-themed pretend play scenario, and an educator joined to extend the play experience. In the afternoon, children were offered a craft activity using paint markers and stickers. Participation was voluntary, and educators respected individual choices. As children awoke from rest time, diapering was completed as required. Educators supported gradual transitions by reading books and facilitating quiet play, including the use of Easter-themed materials. Staff and child files were reviewed and verified. Positive child guidance practices were observed consistently throughout the visit. Licensing staff recommends renewal.

original signed by
Renée LeBlanc — March 05, 2026
Signature of Early Learning and Childcare Licensing Staff — Date

original signed by
Cathy Doucette — March 05, 2026
Signature of Operator/Designated staff — Date

"I hereby acknowledge receipt of this report"