



# Rising Oaks Early Learning

Growing minds through play

## 2025 Parent Satisfaction Survey

## Executive Summary

A total of 817 surveys were distributed to parents of children in infant to school-age in May 2025.

311 were returned for a 38% response rate; though only 257 were fully complete (31%). This is down 32% from last year.



# RisingOaks' Top 5 Strengths

Identified by families

## Clear and Caring Communication Between Home and Centre

In-person communication with staff stands out as a key strength. Respondents value the approachable, responsive nature of educators who welcome feedback and provide meaningful, consistent updates. The overall sentiment is that communication is open, supportive, and grounded in genuine care—fostering a strong sense of trust, belonging, and partnership with families.

## Exceptional Educators Who Feel Like Family

Respondents overwhelmingly praised the educators for being kind, patient, and deeply caring. Many noted strong individual connections, with staff going above and beyond to a sense of belonging. Words like “second home” and “like family” were repeated often, highlighting the deep trust and appreciation educators are held in.

## Peace of Mind for Families

Respondents expressed how reassured they feel knowing their child is happy, loved, and excited to attend. This emotional trust was one of the most powerful takeaways from the feedback. Many shared deep gratitude for the joy, stability, and consistency that educators bring to their child’s daily experience.

## High-Quality, Creative Programming Rooted in Child Interests

Respondents highlighted the rich, engaging learning experiences provided—ranging from hands-on crafts to nature walks and themed days. Programming is tailored to the developmental needs of the children. Children often come home excited and eager to return the next day.

## Welcoming, Inclusive Environment That Promotes Belonging

The centre environment is frequently described as warm, safe, and inclusive. Staff familiarity across classrooms, attention to cultural respect, and an emphasis on community foster a strong sense of belonging. Even the physical space—cleanliness, layout, and location—was appreciated as part of the overall positive atmosphere.

“It is always apparent that there is such genuine care for my children, I never feel like the educators are just ‘going through the motions’. They are always excited to share whatever my kids did on any giving day. This quality of care is exceptional.”

- RisingOaks' parent

# How likely is it that you would recommend RisingOaks Early Learning?



## Net Promoting Score

By subtracting the percentage of **Detractors** (those who would not recommend) from the percentage of **Promoters** (enthusiasts who do recommend), yields the **Net Promoter Score**.

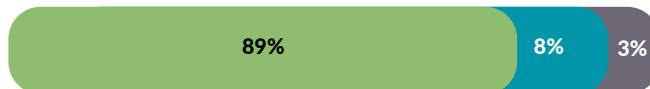
0 = good  
20+ = great  
50+ = amazing

## RisingOaks Net Promoter Score:

# 86

(up 6% from 2024)

● Promoters ● Passives ● Detractors




## Net Promoter Score by Program:

 **82**  
Infant

 **86**  
Toddler

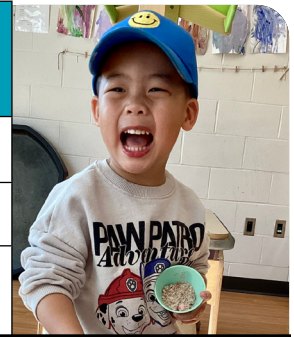
 **86**  
Preschool

 **85**  
JKK &  
School-age

# How Does Learning Happen?

## BELONGING

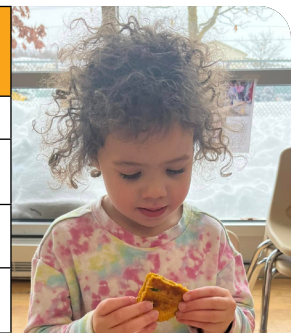
“Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults and the world around them.” - How Does Learning Happen, 2014, p.25	Positive	Neutral	Negative
The educators understand what makes my child unique and is aware of their interests.	95%	3%	2%
The educators value and respect differences in beliefs, values and culture among families in the child care program.	95%	2%	4%
The educators supported my child in their most recent transition or change within the program (e.g., transition into child care and/or between age groups within the centre).	91%	8%	2%



Overall, 94% of respondents reported a positive sense of belonging. When comparing responses by ethnic group, families identifying as White/European descent reported the highest positive response rate at 95%, while all other ethnic groups combined averaged 89%, indicating a 6% difference. The lowest positive sense of belonging was reported by families with a Middle Eastern background at 66.7%, highlighting an area for further engagement and support. Notably, families identifying as Indigenous, Black, Latin American, and South Asian reported very high positive experiences of belonging, with rates ranging from 94% to 100%.

## WELL-BEING

“Early childhood programs nurture children’s healthy development and support their growing sense of self.” - How Does Learning Happen, 2014, p.29	Positive	Neutral	Negative
The educators respond to my child’s individual needs.	95%	2%	3%
The educators help my child understand their feelings and how to deal with them.	91%	7%	2%
The educators share parenting tips and resources that are helpful to my family.	65%	26%	9%
The RisingOaks centre/program my child is in has had a positive impact on my family’s day-to-day life.	94%	4%	2%



Looking at the disaggregated data of those who promote RisingOaks outside of the organization, 90% of net promoters had a positive rating when they considered their child’s well-being at RisingOaks. Contrary, detractors - those who scored 0-6 when asked about recommending RisingOaks, (N=7) had a 46% positivity rate (up 14% from 2024).

## ENGAGEMENT

“Early childhood programs provide environments and experiences to engage children in active, creative and meaningful exploration, play and inquiry.” - How Does Learning Happen, 2014, p.35	Positive	Neutral	Negative
The educators provide learning experiences that build on my child’s abilities and interests.	94%	4%	2%
The educators support my child to play and solve problems with other children.	94%	4%	2%
My child is given opportunities to explore nature in a variety of ways, both indoors and outdoors.	95%	2%	3%



Overall, 94% positive responses. The highest positivity rating for engagement was 96% from those who self-identified as belonging to the 2SLGBTQIA community. Promoters of RisingOaks’ had a 96% positive engagement rating, compared to 90% for detractors (up 23% from 2024). Those from a White/European background had a 96% positivity score for engagement, compared to 92% for all other ethnicities combined, with the lowest being those from a Latin America/Hispanic background at 78%.

## EXPRESSION

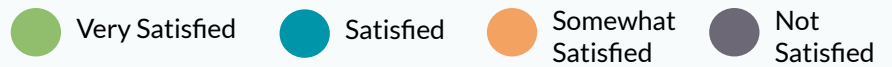
“Early childhood programs foster communication and expression in all forms.” - How Does Learning Happen, 2014, p.41	Positive	Neutral	Negative
My child is given opportunities to explore diversity in various ways.	91%	7%	2%
I feel comfortable talking to the educators about my questions, concerns and my child’s learning.	94%	2%	4%
The documentation and communication from the educators help me to understand how and what my child is learning.	84%	9%	7%
There are opportunities to provide written or verbal feedback to my program/centre.	84%	12%	4%



Overall, the average positivity score for expression is 88% (up 3% from 2024) for all respondents. Families with infant, toddler, or preschool children were 4% higher, compared to school-age. Within ethnicity groups, respondents from the White, Black and Indigenous communities had a positivity rating at or above 90%, compared to those who reported Latin American/Hispanic ethnicity at 79% and those from Middle Eastern ethnicities at 69%.

# Program Statement

## Satisfaction with RisingOaks program and practices in achieving each program statement goal



Promote the health, safety and well-being of children, ensuring individual's needs are met.



Promote good nutrition and healthy eating habits for children.



Foster engagement and the development of positive, responsive relationships between children, families and educators.



Actively engage with community partners to enhance RisingOaks' program.



Give children a voice for self-expression, exchange of ideas and positive communication among their peers and educators.



Support the development of children's self-awareness, self-confidence, self-regulation and self-esteem.



Foster children's exploration, play and inquiry through a variety of child-initiated, educator supported activities; including a mix of indoor, outdoor, active and quiet activities.



Create positive learning environments that support children in their learning and development based on their individual needs.



Respondents were asked to consider their observations, posted documentation, information sent directly and any information they have about things we do behind the scenes to support achievement of RisingOaks' Program Statement goals under the 5 categories.

- **Average percentage of positive respondents across all 8 goals is 95% (up 2% from last year)**

## Overall Program Statement Satisfaction



# Diversity, Equity, Inclusion, and Belonging (DEIB)

“It’s been great to see the educators bringing in **different celebrations** into the classroom.”

“I love the **DEIB efforts/activities** that RisingOaks organizes. I’m **happy** that my child gets to experience this learning content.”

“Leadership seems to be trying and have great plans, just not sure the actual front-line staff **care**, which is the only thing that actually matters. **Focus** more on the front-line staff and less on leadership plans.”

“Great job being **inclusive** - my child **loves** learning about holidays people celebrate.”

“There is always room for continuous improvement but I am **happy** overall with the **effort** RisingOaks is putting in for DEI.”



Satisfaction with RisingOaks' DEIB efforts to date		Agree
I am satisfied with their efforts and think that they could do more.		25.9%
I am satisfied with their efforts, and do not think that they need to do more.		57.8%
I am neither satisfied nor dissatisfied.		15.1%
I am unsatisfied and think they could do more.		0.4%
I am unsatisfied and think they that they should not do more.		0.8%

## Diversity + Equity + Inclusion = Belonging

● Positive    ● Neutral    ● Negative

RisingOaks' board and senior leadership team (i.e., CEO, Director of Operations) have the necessary skills and knowledge to support diversity, equity, inclusion and belonging (DEIB) at RisingOaks.



RisingOaks' leaders (including the centre supervisors) have the necessary skills and knowledge to support DEIB at RisingOaks.



I am comfortable talking to my centre supervisor or the CEO about experiences I have had with discrimination at my centre.



If I have a DEIB issue, I am confident that RisingOaks' leaders will handle the situation appropriately. If I have a DEIB issue, I am confident that RisingOaks' leaders will handle the situation appropriately.



An overall average of **83%** (up 10% from last year) of respondents have confidence in the board and leadership team's skills and ability in DEIB. **15%** are neutral and **2%** disagreed. The DEIB Action Plan will support capacity building in these areas.



## Wellness

Respondents shared suggestions to strengthen health and wellness routines, including more consistent checks for illness and clearer protocols for managing sick children. Food and nutrition were also highlighted, with interest in healthier snack options, and more frequent servings. Respondents also recommended reinforcing outdoor safety measures like sunscreen and hats.

## Staff Support/Resources

Some respondents emphasized the importance of ongoing capacity-building to support the needs of today's increasingly diverse and complex classrooms. Suggestions includes investing in additional support staff, ensuring access to professional learning opportunities, and continuing to attract and retain qualified Early Childhood Educators (ECEs).

## Communication

Respondents expressed a desire for more consistent and personalized communication. They appreciate digital tools like Digibot but would like to see an app or improve the platform to be more user-friendly, support multiple parent logins, and provide more individualized learning stories and progress updates.

## Learning

Several comments requested stronger focus on school-readiness skills such as letter recognition, pencil grip, and self-help skills. Respondents would also like tips to help reinforce learning and self-help skills at home.

## Program Operations

Some respondents commented on the recent changes to the payment policies regarding paid days and viewed this as unfair. Other areas mentioned include timeliness of incident reports and a desire for more consistent outdoor time and flexibility due to weather.

# Top 5 Areas for Improvement

Identified by families

# Documentation about your Child's Learning

## How often parents/guardians review



### Monthly Learning Stories

Shared in the e-news

75.4%  
Regularly

18.2%  
Occasionally

5.2%  
Rarely

0.4%  
Never

0.8%

I don't know what this is



### Documentation

Posted around the classroom

36.9%  
Regularly

41.2%  
Occasionally

14.2%  
Rarely

4.8%  
Never

2.9%

I don't know what this is



### Your Child's Portfolio

In the classroom

16.3%  
Regularly

34.9%  
Occasionally

19%  
Rarely

12.7%  
Never

17.1%

I don't know what this is



### Social Media

Posts on Facebook and Instagram

11.1%  
Regularly

17.1%  
Occasionally

23.4%  
Rarely

42.5%  
Never

5.9%

I don't know what this is



### Digibot Parent Portal

Messages, daily logs/activities

75.4%  
Regularly

18.2%  
Occasionally

5.2%  
Rarely

0.4%  
Never

0.8%

I don't know what this is



## Use of Digibot Parent Portal

70%

I have the portal saved to the home screen of my phone as a bookmark

39%

I mainly access it from a web browser on desktop/laptop

66%

I communicate with my child's educators using the message section in Digibot

48%

I download or save a copy of photos shared via the Portal

79%

I report absences and late arrivals in the Digibot Portal

42%

I view the menu in Digibot

0.8%

I have never used Digibot

2%

Other

Digibot 

# Digibot Comments Summary

**App Access & Parent Accounts:** Many respondents noted frustration with Digibot's lack of a mobile-friendly experience and login issues. A dedicated smartphone app was frequently requested to improve convenience and accessibility. There were also multiple comments about the difficulty or inability for both parents to have individual accounts or simultaneous access.

**Photos & Updates Access:** Photos and documentation are highly valued, but many respondents didn't know they could save photos or found it hard to do so. Others want more individual photos and dislike collages or group-only shots. Several mentioned wanting emailed photos or easier download options.

**Overall Experience & Feedback:** While some respondents praised Digibot for its communication tools and appreciated the content shared, others used it only for reporting absences.

## Did You Know?

- You can request a meeting to speak with your child's educators and the centre supervisor(s).
- In the Digibot Parent Portal, you can: view learning stories & daily logs, take a screenshot of a story, save a photo, send a message using the chat feature, view a community post and add comments to it.
- Our social media channels are a great resource for families. We share photos, learning stories, research on the importance of play, parents tips and more!

**FIND US HERE:** [facebook.com/risingoaks.ca](https://www.facebook.com/risingoaks.ca) [instagram.com/risingoaksearlylearning](https://www.instagram.com/risingoaksearlylearning)

- All infant, toddler and preschool children have a portfolio of documentation from their time at RisingOak Early Learning. Parents can view this at the centre or sign it out to view at home.



## Next Steps



1. The supervisors are in progress of reviewing the results.



2. Priorities and goals will be discussed within each centre team.



3. Centre-specific summary and action plan will be communicated to families.



4. Creation of data briefs to highlight key trends by sub-groups within RisingOaks.