Iowa Department of Human Services
CHILD CARE CENTER EVALUATION AND RECOMMENDATION FOR LICENSE

Name of Center: NICAO Early Head Start-Manly **Enrollment:** 19 **License ID No. (Reapplications)** 33767

Street: 209 N Broadway St **City:** Manly Iowa **Zip** 50456 **County:** Worth

Mailing Address: PO Box 1627, Mason City, IA, 50402

Director's Name: Trena Cox **Phone Number:** 641-494-1891

On-Site Supervisor(s): Keisha Coronado **E-Mail:** tcox@nicao-online.org

Date(s) of Visit: 01-12-2023

X **Licensing Visit** X **Unannounced Visit** **Off Year Visit** **Administrative Change**

LICENSING VISITS

New Application X **Re-Application** **NA**

Signed Application (470-0722) Received **Yes** **No** X **NA** **Date Signed:**

FIRE INSPECTION X **State** **Local** **NA** **Is Fire Inspection Approved?** X **Yes** **No** **NA**

Date Inspected: 09-23-2019

Comments :

LICENSE TYPE: X **Child Care** **Preschool (ages 3-5 meets three hours or less per day)**

Financial Type: Profit X Non-Profit NA

Accredition: Accredited X NAEYC NSACA Other NA

Program Serves: X Infants (0-23 mo.) X 2 Years Preschool-Age School-Age

Get-Well Evening Care Special Needs

SCHEDULE: X Year-round School-Year Summer Only

HOURS:	*Year-round*	*School-Year*	*Summer Only*

LICENSE CAPACITY	Infants	2 Years	Preschool	School-Age	Capacity
General	20				20
Summer					0

QRS Rating: 3

RECOMMENDATION FOR LICENSE:	
X	**FULL** license from 01-01-2023 to 01-01-2025
	PROVISIONAL license from
	DENIAL of initial application
	SUSPENSION of license
	REVOCATION of license

Licensing Consultant: Raymond Salsbury **Date:** 01-26-2023

I. IF CURRENT LICENSE IS PROVISIONAL, IDENTIFY THE CORRECTIVE ACTIONS

NA

II. IDENTIFY THE AREAS OBSERVED ON THE VISIT:

An unannounced annual visit was made to the Manly Early Head Start on 01-12-23 where I met with the area manager, Tia Pillard. Keisha Coronado, and Beckie Jutting are the Lead Teachers for the program. Keisha has been with the program since 2018, and Becky has been with the program since 2019. Both are are well qualified for the positions with a Bachelor degree in early childhood education and their experience with the program. The program is one of several Head Start sites overseen by NICAO with Trena Cox as the executive director. The center provides Early Head Start (EHS) programming, and added a regular Head Start (HS) class this year. There are currently 19 children enrolled in the program with 4 children in the Early Head Start class, and 15 in the Head Start class. In addition to the two lead teachers there is an assistant, a cook, a home worker, and an area manager with the center. As an Early Head Start program the center serves children that include older infants and children that are 2-3 years old. All aspects of the program subject to licensing standards were reviewed.

The program is located in a free standing building in Manly where the general layout of the building remains the same as in prior visits. The building has two classrooms located on either side of a main entry hall. There has been a change to the use of the rooms with EHS class remaining in the room where it had been located, and the other room which was used for storage and large motor skill activities has been remodeled for the HS class. The facilities were observed to be clean with no immediate safety concerns noted due to maintenance. Restrooms are directly accessible from the classroom space of both rooms, and a changing station is also available in the classroom of the EHS room. Additional sinks are present in the classrooms to facilitate hand washing. Windows along the exterior walls provide ample natural light, ventilation, and a view of the outdoors. Secondary exits provide direct egress to the outdoors from both classroom spaces. Both exits were clear of obstruction, and while the door of the EHS room was more difficult to open it did not require undue force.

The EHS classroom is divided using a mobile gate and fence system that separates the cots and sleeping area from the main programming space. There is a good variety of activity centers that were accessible to the children. Each center was stocked with toys and materials that were in good repair and appropriate to the ages of the children present. The HS classroom has a more open floor plan making use of furnishings, shelving, and play structures to define activity centers that include dramatic play, group learning, art/crafts, blocks, reading, science/discovery, sand/water play, and small manipulatives. Again the toys and materials were observed to be in good repair and appropriate to the ages of the children present. The program does maintain a schedule and curriculum for both classes but the EHS classroom uses a more general theme with much of the activity being individual child interest driven. The HS classroom has a more formal schedule and curriculum plan with a focus on specific learning concepts and moving between individual and group activities that are child and teacher lead.

Good interactions were observed during the time of my visit with the teachers in both classes being engaged with the children. During free choice play activities the teachers would join the children and review/reinforce various learning concepts by counting items, or asking questions about the children's play. The center makes effective use of positive behavior management techniques which was more evident in the HS class where the teachers used positive recognition, reminders of expected behavior, and transition activities to reduce the occurence of negative behavior. When there were behavioral issues the teachers used redirection, guided problem solving, and consequence/outcome discussions to help the

children make better choices.

Good health and safety practices were observed in both classrooms on the day of my visit. Good practices were observed both with diapering, and assisting children with toileting. When cleaning the teachers ensured that the children were not in the immediate vicinity of the areas where chemical cleaners were being used. Chemical cleaners, over the counter medications, and personal items that could be a safety risk to children are stored in areas where they are not accessible. Both rooms have a first aid kit which were observed to have a good supply of basic materials to address most common first aid needs. There were no children currently taking any medications. Response plans are maintained in the classroom for children with allergies.

The center has a kitchen on site where meals are prepared. The center uses a 5 week menu rotation and a copy of the menus are posted and provides a good variety of nutritious meal options. The meal served on the day of my visit included Sloppy Joes, baked beans, pears, and milk. Good food storage and handling practices were observed to be in place. Meals are served in the classroom family style with the children serving themselves and the teachers assisting as needed. Measured scoops are provided to ensure that all children received a full serving. The teachers also wear food service gloves when preparing, handling, and serving food. The teachers do sit and eat with the children to model good eating habits and social skills.

The center does have playground facilities which is divided in two areas. One area has a large climbing structure which is now being used by the HS class. The equipment was observed to be in good repair but it was noted that due to a long period of nonuse there was moss growth that had developed on the foam tiles located in the shaded areas under the climbing structure. While this did not present an immediate concern the center should look to remove the growth to reduce the risk of any children that may be susceptible to respiratory issues from the spores, and any possible reduction in the effectiveness of the attenuating properties of the fall surfacing. The other area consists of an open space with grass, a paved riding track, and other structures that do not include any climbing equipment. That area is available to both classes and is the primary outdoor space for the EHS class. The playground space is fully enclosed by fencing and a fence further divides the two spaces. Mature trees provide shade.

In reviewing administrative records all required notices were posted in an area that was readily visible to all parents and visitors. All child files were reviewed and found to contain all required information. Staff files will be reviewed at the program's central office and any concerns identified will be addressed at that time. All inspection logs and certificates were available and current

III. IDENTIFY THE OBSERVED STRENGTHS OF THE CENTER:

The center does seek to improve the services provided and implement best practice recommendations by participating in the IQ4K program which has a 5 level scale. The program is currently rated as a Level 3.

As noted the center did some remodeling over the summer with adding the Head Start class. As part of that work the center has new flooring, counters, and equipment in both classrooms.

IV. IDENTIFY THE ASPECTS OF OPERATION THAT FALL BELOW THE STANDARDS REVIEWED:

None Cited

V. SPECIAL NOTES/RECOMMENDATIONS:

A full license is recommended at this time. Please provide a written response to the licensing consultant identifying a plan of action to correct and maintain those aspects cited as not meeting licensing standards and identifying an anticipated date of compliance. At least one visit will be made to the center during the next year.

*Note: If you are the Child Care Center Director and you feel something is unclear or unjustly cited, please contact your DHS Licensing Consultant to discuss the issue. The child care director may also send a response which will be placed in the licensing file.

*Note: If you are a member of the general public, there may be additional information contained in the public file. You may contact the DHS Licensing Consultant to inquire.