Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: Wiggles and Giggles Childcare Center

Provider No.: 51935

Address: 816 Carter ST, Larchwood, IA, 51241

County: Lyon

Director's Name: Brooke Rozeboom

On-Site Supervisor:

Phone Number: 7124772044

E-Mail: lyoncounty.childcare@gmail.com

HHS Visit Date: 07/22/2026

Licensing Period: 08/01/2026 to 08/01/2028

Fire Inspection:

Date Inspected: 07/15/2025

Comments: Please note that some arrangements in the rooms has led to some capacity changes which are listed below.

Report Visit Type:

- [ ] PTO
- [X] Licensing Visit
- [ ] Drop In
- [ ] Administrative Change

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

- [ ] Accrediation

Program Duration:

- [X] Year-Round
- [ ] School Year
- [ ] Summer Only

Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

HOURS:	*Year-round*	*School-Year*	*Summer Only*
Sunday			
Monday	6:00 AM to 6:00 PM		
Tuesday	6:00 AM to 6:00 PM		
Wednesday	6:00 AM to 6:00 PM		
Thursday	6:00 AM to 6:00 PM		
Friday	6:00 AM to 6:00 PM		
Saturday			

Program Population Served:

- [X] Infant(0-<24 Months)
- [X] Toddler
- [X] PreSchool
- [X] School Age
- [ ] All Ages

LICENSE CAPACITY	Infants	2 Years	Preschool	School-Aged	Capacity
General	14	8	9	16	47
Summer					0

1. Basic Overview

I completed an unannounced visit at Wiggles and Giggles Daycare on 07/22/26. The center is currently undergoing a transition following the departure of its previous director. Brook Rozenboom, who formerly served in that role, has stepped in to provide leadership and continuity during this period. The center has hired a new director who is expected to begin in October and brings several years of director-level experience from South Dakota. In the meantime, Ms. Rozenboom has been working to update staff training and ensure that all files are current and in compliance with licensing requirements.

The center operates four classrooms: an infant room, a two-year-old room, a three-year-old room, and a preschool/school-age room. The program is open Monday through Friday from 6:00 a.m. to 6:00 p.m. Wiggles and Giggles Daycare provides care for children ages 6 weeks through 10 years and currently has an enrollment of 40 children. At the time of the visit, 26 children were present.

All areas of the program were observed. The areas observed consisted of classroom observations and activities, nutritional practices, health and safety practices, playground observation, field trip and transportation practices, and administrative review

Upon entering the locked center, families are greeted by a welcoming bulletin board featuring photos of each staff member along with a short bio. It’s a warm touch that helps parents and children get to know the team and feel connected to the caregivers who support them each day. Inside each classroom, menus, daily schedules, and curriculum lessons were posted. All required postings—including fire and tornado exit routes—were visible

The infant room was in proper ratio during my visit, and the atmosphere felt calm and nurturing. I watched a staff member

complete a diaper change, and she did so gently and confidently, keeping the infant comfortable throughout the process. The room is set up in a thoughtful way, with a clear separation between the crib area and the play space, which helps keep the environment safe and organized for the babies. All diapering and sunscreen items were neatly labeled with each child's name, and supplies were stored in individual cubbies to keep things easy to find. The refrigerator was also well-organized, with bottles and food labeled by infant name. A thermometer was in place, and the temperature was right where it needed to be. The room had separate garbage cans for regular trash and for soiled diapers, which helps maintain good hygiene. Staff in the infant room clearly know the children well—they spoke confidently about each infant's routines and needs. The room itself was clean and inviting, and they follow a consistent daily cleaning schedule, especially for toys and high-touch areas. I noticed a variety of engaging, age-appropriate toys that encouraged exploration and interaction. Safe Sleep practices were being followed, and bottle warmers were used to heat bottles safely and comfortably.

The two-year-old classroom offered a wide variety of activities, including areas for crafts and early writing, art, reading, blocks, toys, dramatic play, science, and puzzles. The room felt bright and inviting, with plenty of opportunities for children to explore and be curious. I especially appreciated the sign-language visual aid, which gives younger children a helpful way to express their feelings when words might be hard to find. Staff in this room were warm and engaged, frequently joining the children at their level—whether kneeling on the floor beside them, sitting at the table during activities, or participating in play. Their interactions were positive and encouraging, and it was clear they were truly connected with the children's interests and needs. The bathroom was clean and well-maintained, and the handwashing visual aids provided clear, child-friendly guidance that supported independence.

I observed the last classroom, and it had such a bright, welcoming feel. Shapes, numbers, the alphabet, a picture schedule, and plenty of children's artwork were displayed throughout the room, making the environment both cheerful and educational. I also noticed photos of the children's family members, which added a comforting, personal touch that helps children feel connected and secure during their day. Staff shared that they use an emergent curriculum, meaning they build learning experiences around what the children are naturally curious about. When a child shows interest in something—whether it's bugs, colors, building, or a story—staff weave those interests into activities and lessons. It creates a learning environment that feels meaningful and engaging because it grows directly from the children's own ideas and questions. The classroom has multiple learning centers that allow children to learn through play, including areas for dramatic play, art, building, literacy, and sensory exploration. Staff were warm and responsive, often getting down on the floor with the children, asking open-ended questions, and actively joining in their play. Their engagement helped foster a sense of enthusiasm and comfort, supporting the children's social and developmental needs while keeping the atmosphere joyful and interactive.

Lunches are prepared by Sherry's Kitchen and delivered directly to the center each day. Sherry's Kitchen also serves other local childcare programs and follows the CACFP food program, which helps ensure meals meet nutritional guidelines. Staff then prep and serve the meals to children, and the center provides breakfast and snacks as well. The refrigerator was clean, well-organized, and kept at an appropriate temperature. The center follows CACFP guidelines for nutrition, and I observed staff sanitizing tables before children sat down to eat, helping maintain a clean and safe mealtime environment.

Radon testing was completed, and one room showed a level above the recommended 4.0. The center promptly installed a mitigation system and will be retesting to ensure levels are safe. The building uses all-electric heating, cooking, water heating, and laundry systems. Monthly fire and tornado drills, along with playground inspections, have been completed as required.

The first aid supplies were more than adequate; each classroom—and the center as a whole—had large, well-stocked first aid kits. These kits were generously donated by the local fire department when they replaced their own equipment, demonstrating the strong community support this center enjoys.

Outside, the center has two separate fenced playground areas: one for toddlers and one for older children. While there are no climbing structures at this time, there is a spacious grassy area where children can play. The toddler area has a shade awning, and natural trees provide shade over the main grassy play space. I observed children on the playground during my visit, and staff were in ratio, actively engaged in games and activities with the children. The center has several riding toys, all in good working condition.

The center does not transport children.

The center's current goal is to support a smooth transition as their new director steps into the role, and from there, they plan

to focus on working toward IQ4K certification. Staff shared genuine excitement about moving forward and continuing to strengthen the quality of their program.

2. Identify Observed Strengths of the program

This is a small community with a strong sense of support, and that was clear when the center suddenly lost its director. The previous director immediately stepped back in to help maintain stability and ensure licensing requirements continued to be met. It was evident that the community values this center and rallies behind it when needed.

This center also maintains a positive relationship with the local public school, and the school helps support the continuity-of-care model by providing transportation during the school year. This collaboration allows children to move smoothly between school and childcare, reinforcing the strong community partnerships the center has built.

The center was open to exploring ideas to support staff growth, including programs like the CDA, WAGE$, and T.E.A.C.H. Staff shared genuine interest in continuing their professional development, and these programs can help them do just that. The CDA (Child Development Associate) credential supports teachers in building their skills and gaining formal recognition in early childhood education. The WAGE$ program offers financial stipends to early childhood professionals who further their education and stay in the field, helping with retention. The T.E.A.C.H. scholarship program provides financial assistance, mentoring, and support for staff pursuing early childhood coursework or degrees. The center's openness to these opportunities reflects their commitment to investing in their team and strengthening the quality of care they provide.

3. Identify the aspects that fall below the standard

109.7(2): Center directors and all staff have the required contact hours of training.

109.9(1)b: All files contain a pre-employment physical exam report completed within six months prior to hire and at least every three years. Physical exams shall be documented on form 470-5152, Child Care Provider Physical Examination Report.

109.11(8)b: Centers at ground level that use basement area as program space or have a basement beneath program space: Testing and plan for remedy of radon is conducted. Although the center did put in a radon mitigation system in the infant room, they failed to test after this installation. Please complete radon testing to ensure the mitigation system addressed the concern.

4. Any corrective action plans, provisional license, and safety plans-steps to get into compliance

5. Special Notes/Recommendations

Targeted Assessment: Behavior Management
I discussed with Brooke her current oversight of behavior management related to helping childcare staff: 1) Understand expectations, 2) managing frustrations, 3) monitor performance. Brooke shared that staff feel comfortable asking for help when they begin to feel frustrated, whether from other staff or from her directly. Because this is a small center, it's easy to notice when someone might need a quick break, and Brooke or another team member steps in without hesitation. This creates a supportive environment where staff look out for one another and maintain a calm, positive atmosphere for the children. One of the center's goals moving forward is to have all staff trained in PBIS, which will further strengthen their approach to social-emotional guidance and consistent, supportive behavior practices. I also asked other staff about how they handle moments of frustration, and they confirmed exactly what Brooke described. Staff shared that they feel comfortable reaching out for support, and because the center is small, it's easy for team members to notice when someone might need a quick breather. This openness and willingness to step in for one another helps maintain a calm, positive environment for both staff and children.

CHILD CARE CENTER ANNUAL EVALUATION

Please send email confirmation when above violations have been corrected.

A full license is recommended at this time at this time.

At least one visit will be made to the center during the next year.

Date: 07/23/2026

HHS Licensing Consultant: Leann Steinhauer

Non-compliance with any of the mandated regulatory requirements listed above may lead to the cancellation or revocation of your Child Care License. Please take steps necessary to completely address each of the violations noted above.

Child Care Resource and Referral is an excellent resource for providers to access training options and support in your area. You can reach Child Care Resource and Referral at **https://iowaccrr.org**.