Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: Sheldon Community Daycare & Preschool

Provider No.: 29521

Address: 1221 E 6th Street, Sheldon, IA, 51201

County: Obrien

Director's Name: Taylor Caskey

On-Site Supervisor: Alyssa Smith

Phone Number: 7123244837

E-Mail: childrensworld@sheldonschools.com

HHS Visit Date: 09/29/2026

Licensing Period: 10/01/2026 to 10/01/2028

Fire Inspection:

Date Inspected: 11/04/2024

Comments:

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

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HOURS:	*Year-round*	*School-Year*	*Summer Only*
Sunday			
Monday	5:30 AM to 6:00 PM		
Tuesday	5:30 AM to 6:00 PM		
Wednesday	5:30 AM to 6:00 PM		
Thursday	5:30 AM to 6:00 PM		
Friday	5:30 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	44	24	85	32	185
Summer	44	24	136	32	236

1. Basic Overview

On September 29, 2026, I conducted an unscheduled visit at Sheldon Community Daycare & Preschool (Children's World). During my time on-site, I met with Director Taylor Caskey, who holds a Child Development Associate credential and brings several years of hands-on experience in early childhood education. One unique aspect of this program is the presence of designated on-site administrative staff who manage record keeping responsibilities. Their involvement helps ensure that files remain well-organized, current, and properly maintained.

Sheldon Community Daycare & Preschool operates as a nonprofit program designed specifically for childcare services. The center provides full-day care to children ranging from infancy through school age, Monday through Friday from 5:30 a.m. to 6:00 p.m. For security, the main entrance remains locked, and families enter using individualized access codes or are let in by staff. The program currently serves 156 enrolled children, with 101 present on the day of the visit. The center is organized into ten classrooms, each serving a clearly defined age group. These include rooms for infants beginning at two weeks old, mobile infants, young toddlers, older toddlers, two-year-olds, three-year-olds, four- and five-year-olds, a dedicated five-year-old room, and two school-age spaces. In addition, the program runs a three-year-old preschool classroom during the academic year, offering half day sessions on either Monday/Wednesday or Tuesday/Thursday from 8:30 to 11:30 a.m.

During the visit, I observed every component of the program, including classroom activities, nutrition procedures, health and safety practices, outdoor environments, transportation protocols, and administrative systems.

The center uses the Funshine Creative Curriculum, which supports hands on exploration and developmentally appropriate learning. The FunShine curriculum helps children learn and grow through playful, meaningful experiences. It gives

caregivers simple, ready-to-use activities that build confidence, curiosity, and essential early skills. Families stay connected through easy take-home ideas, and educators save time while offering nurturing, developmentally appropriate learning. At its core, FunShine creates joyful moments that support each child's whole development. Daily plans were posted, and the classroom environments were thoughtfully arranged. Visual displays featured numbers, shapes, colors, the alphabet, emotion posters, helper charts, children's artwork, and family photos. Children had access to a wide variety of engaging materials, such as art supplies, building blocks, books, puzzles, sensory tables, vehicles, dramatic play items, Legos, and games. Scheduled routines were clearly outlined, and materials were plentiful to support children's needs. Restrooms were readily accessible for the children.

Staff interactions throughout the visit were warm, supportive, and attentive. Teachers guided children through activities, provided encouragement, and offered redirection when needed. The overall environment promoted social development, age-appropriate skill-building, and a strong emphasis on safety and well-being.

The center has multiple playgrounds; each designed for the specific age groups they serve. All equipment appeared safe, well-maintained, and appropriate. New tile surfacing has been added to the playground for safety. Playground equipment is in good repair. Monthly fire and tornado drills were documented, and daily playground inspections were being completed. First aid kits were well stocked, and radon levels were within the acceptable range. Annual fuel burning inspection has been done. The facility was clean, well-organized, and maintained to a high standard.

The center is working on IQ4K certification and hope to increase enrollment.

2. Identify Observed Strengths of the program

The center currently has four staff members enrolled in coursework to earn their Child Development Associate (CDA) credential, which is a very positive sign for program quality. Working toward a CDA shows that staff are committed to strengthening their understanding of child development, improving classroom practices, and enhancing their skills in areas such as guiding behavior, planning developmentally appropriate activities, and supporting children's social–emotional growth. As staff deepen their training, the program benefits from more knowledgeable caregivers, stronger classroom environments, and increased consistency in care. This commitment to ongoing professional development demonstrates that the center values growth, invests in its team, and prioritizes providing high-quality early childhood experiences for the children they serve.

This center is located adjacent to East Elementary, providing a convenient and seamless transition for children as they progress from preschool to kindergarten.

The center is strongly connected to community partners, including the city council, who recognize that high-quality childcare is essential for supporting families and fostering the city's growth.

3. Identify the aspects that fall below the standard

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

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5. Special Notes/Recommendations

Targeted Assessment: Behavior Management

I discussed with Taylor regarding her oversight of behavior management related to helping childcare staff: 1) Understand expectations, 2) managing frustrations, 3) monitor performance.

Taylor shares that the center has several on-site supervisors who step into classrooms when needed, ensuring staff receive breaks while maintaining consistent, attentive care for children. During staff meetings, the team also openly discusses

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frustrations and works together to develop solutions that reduce stress and strengthen the overall work environment. Lead staff model effective redirection by guiding children toward positive behaviors rather than focusing on mistakes. They pair this approach with PBIS (Positive Behavioral Interventions and Supports), a framework that teaches and reinforces expected behaviors through consistency, encouragement, and clear expectations. Together, these practices help create a calm, supportive learning environment where children understand what is expected and feel confident in meeting those expectations.

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: 09/29/2026

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**.