Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: Sibley Head Start

Provider No.: 30236

Address: 115 Maple Drive, Sibley, IA, 51249

County: Osceola

Director's Name: Angie Mitchell

On-Site Supervisor: Callie Johnson

Phone Number: 7122981241

E-Mail: jedwards@udmo.com
dhelget@udmo.com

HHS Visit Date: 03/12/2026

Licensing Period: 04/01/2026 to 04/01/2028

Fire Inspection:

Date Inspected: 08/01/2024

Comments:

Report Visit Type:

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

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

Quality Rating: 3

- [ ] Accrediation

Program Duration:

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

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HOURS:	*Year-round*	*School-Year*	*Summer Only*
Sunday			
Monday		8:00 AM to 3:00 PM	
Tuesday		8:00 AM to 3:00 PM	
Wednesday		8:00 AM to 1:00 PM	
Thursday		8:00 AM to 3:00 PM	
Friday		8:00 AM to 3:00 PM	
Saturday			

Program Population Served:

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

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

1. Basic Overview

I completed an unannounced visit at Sibley Head Start on 03/12/26. I met with Kalli Johnson, the on-site supervisor for this center. Ms. Johnson holds a Bachelor of Science degree with a focus in early childhood education and is also licensed in the State of Iowa as a substitute teacher. The Director of the Upper Des Moines Head Start Program is Angie Mitchell, who was not present during the visit. The program is administered through Upper Des Moines Opportunity, Inc.

The center operates Monday through Friday from 8:00 a.m. to 3:00 p.m. (Wednesdays from 8:30 a.m. to 1:00 p.m.) and serves children ages 3 to 5. It is located in the lower level of the Sibley Christian Reformed Church at 115 Maple Drive, Sibley, Iowa. The center is secure, with staff responsible for allowing individuals to enter the building.

I observed all areas of the facility, including classrooms, activity centers, nutrition practices, health and safety procedures, the playground, and administrative documentation.

The classroom was well-arranged with multiple learning centers and maintained a very positive environment. The center uses Creative Curriculum, which is a research-based early childhood curriculum that focuses on hands-on exploration, child-guided learning, and the development of social-emotional, cognitive, and physical skills. Their daily schedule of activities was posted and followed.

The program also uses GOLD Assessment, an ongoing observational assessment tool that helps staff document children's developmental progress across multiple learning domains.
Displayed throughout the room were numbers, colors, family photos, a helper chart, a picture schedule, children's artwork, photographs of children engaged in activities, shapes, and the alphabet. The environment included many forms of positive

affirmation for children. This week's lesson plans centered on Dr. Seuss with daily themes such as The Cat in the Hat and Green Eggs and Ham.

During center time, children independently selected their activities. At one table, children worked on an art project that built fine motor skills through tracing, cutting, and gluing. Another area included a bubble-filled water table focused on sensory exploration. I observed staff using positive redirection. For example, when one child became upset about cleaning up, a staff member gently suggested a new activity. The child calmed, completed her cleanup task, and transitioned smoothly to the next activity. Overall, classroom management was strong.

I observed appropriate hand-washing practices by both staff and children. The first aid kit was adequately stocked to treat minor injuries. Monthly fire and tornado drills were documented. Radon testing has been completed, and results are within normal limits. All required postings were visible. The center's discipline practices include talking with children, using PBIS strategies, and incorporating "Turtle Time" (Tucker Turtle Program) to support self-regulation and problem-solving. The room arrangement supports both curriculum implementation and center-based play, with a smooth flow from one activity to the next.

The goal of the program is to increase their level of IQ4K certification.

2. Identify Observed Strengths of the program

This center holds a Level 3 IQ4K certification, which reflects their strong commitment to high-quality early childhood care. A Level 3 rating means the program goes above basic licensing requirements and shows proven strengths in areas such as staff training, family engagement, classroom environment, and curriculum practices. Programs at this level use developmentally appropriate teaching strategies, regularly assess children's progress, and maintain a safe, nurturing setting that supports each child's growth.

The center conducts two parent-teacher conferences and two home visits each year. These visits help staff connect with families, understand the child's home environment, and support learning beyond the classroom. This program is intentional about serving the whole family, and home visits are a keyway they build relationships and engage caregivers in their child's growth.

Staff have strong relationships with one another and work as a cohesive team to support the children in their care.

3. Identify the aspects that fall below the standard

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

5. Special Notes/Recommendations

I discussed with Callie her oversight of behavior management relating to helping childcare staff: 1) Understanding Expectations, 2) managing frustrations, 3) monitor performance:

Callie reports that the staff work together as a team in the classroom and that they are all aware of one another's triggers. They step in as needed when situations begin to escalate. I observed this in practice when another teacher intervened as a child was about to have a temper tantrum. The teacher successfully redirected the child, who then stopped crying, picked up her toys, and engaged in another activity. Staff indicate that this type of support and teamwork occurs daily.

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CHILD CARE CENTER ANNUAL EVALUATION

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

Date: 03/12/2026

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**.