Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: Child Development Center

Provider No.: 30220

Address: 1200 Central Ave, Hawarden, IA, 51023

County: Sioux

Director's Name: Kendra Rensink

On-Site Supervisor: Rhetta Wilson

Phone Number: 7125512889

E-Mail: krensink@midsioux.org

HHS Visit Date: 09/22/2026

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

Fire Inspection:

Date Inspected: 12/15/2023

Comments:

Report Visit Type:

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

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

Quality Rating: 1

- [X] Accrediation — Comments: NAEYC

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 12:00 PM	
Tuesday		8.00 AM to 12:00 PM	
Wednesday		8:00 AM to 12:00 PM	
Thursday		8.00 AM to 12:00 PM	
Friday		8.00 AM to 12:00 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 conducted an unannounced visit to the Child Development Center in Hawarden on 09/22/26. This preschool classroom operates within the Wee Care childcare facility at 1200 Central Avenue and is administered through Mid Sioux Opportunity. The program provides services Monday through Friday from 8:00 a.m. to 12:00 p.m., serving children ages three to five. They follow the West Sioux School District calendar and closures. Entry to the building is secured; families and visitors must use a passcode or be let in by staff. The program currently enrolls 15 children, with 14 present during my visit. I observed all components of the program, including classroom activities, health and safety routines, nutritional practices, outdoor play space, transportation procedures, and administrative documentation.

The classroom is arranged to support exploration, independence, and purposeful play. Designated learning centers include blocks, dramatic play, science, computers, books, music, art, a sand and water table, a workbench, and writing. The environment is enriched with visual supports such as numbers, colors, an emotions chart, a map of Hawarden, the alphabet, and children's artwork, contributing to a warm, engaging atmosphere. A posted daily schedule provides consistency for children, and materials throughout the room are plentiful and easily accessible. A restroom located inside the classroom promotes children's independence. The center implements the High Scope curriculum, a research-based approach that emphasizes active learning and child-led exploration. Children are encouraged to make choices, interact with materials, and solve problems through hands-on activities. Teachers guide learning by offering meaningful materials and maintaining a predictable routine built around planning activities, carrying them out, and reviewing experiences. This structure supports children's cognitive growth, social-emotional development, language skills, and physical development.

The outdoor play area is a large, fenced playground shared with the daycare. It includes slides, climbing structures, balance beams, a sandbox, riding toys, a picnic table, and a basketball hoop. Pea gravel is in place beneath equipment for safety, and

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shaded areas are available. The playground provides diverse opportunities for active play and skill-building.

Meals are provided by the Wee Care Center The kitchen was clean, and food safety measures—including proper refrigeration and storage—were consistently followed. The center participates in the Child and Adult Care Food Program (CACFP), and menus were posted for families. After breakfast, children brushed their teeth, reinforcing healthy habits.

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During the visit, I observed mealtime routines where children washed their hands, picked up their own utensils, and engaged in family-style dining with staff. Staff sat with children and were attentive, consistently using warm language such as “my friend” when interacting. Staff engagement was strong and supportive, helping children feel comfortable, confident, and connected.

Emergency procedures were up to date, including tornado and fire drills, and the playground inspection had been completed. The first aid kit contained adequate supplies for minor injuries. Transportation policies were reviewed.

The site has new staff members, and one of the ongoing goals is to strengthen staff relationships and team cohesion. The program also aims to increase its IQ4K rating. Overall, the center was very clean, well-organized, and provided a structured, nurturing environment for young learners.

2. Identify Observed Strengths of the program

The center is currently certified at IQ4K Level?1, which reflects that it has met the foundational quality standards set by Iowa’s Quality Rating and Improvement System. At this level, staff complete essential training, families receive a formal orientation, and the program maintains key health, safety, and learning policies that support a positive environment. Level?1 indicates the center is committed to building a strong base for quality and is actively working toward continued improvement.

Staff were actively engaged with the children throughout the visit, offering support and encouragement as they moved through their daily routine. Transitions from one activity to the next were smooth and comfortable, showing that the children were familiar with the schedule and felt secure with the guidance provided by staff.

3. Identify the aspects that fall below the standard

109.4(2): Postings are required for:The certificate of license.Notice of exposure to communicable disease.Notice of decision to deny, suspend, or revoke center license or reduce to provisional status.Mandatory reporting requirements.Notice of availability of the handbook.Name and contact information of the HHS licensing consultant.Program activities and menus.All postings shall be conspicuously placed at the main entrance of the center.

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 director their oversight of behavior management related to helping childcare staff: 1) Understand expectations, 2) managing frustrations, 3) monitor performance.

Staff shared that they are all trained in PBIS, an approach that helps them teach and reinforce positive behaviors while creating a calm, predictable environment for children. Because the team has worked together for several years, they have built strong relationships with one another and communicate openly. Staff feel comfortable asking for help or taking a short

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break when needed, which supports a steady, supportive atmosphere in the classroom. I observed many gentle redirection statements used to keep children engaged and on task. Their close knowledge of the children allows staff to respond thoughtfully to negative behaviors and guide students toward positive choices, reinforcing trust and consistency in the classroom.

Please enter all staff training in IPOWER. This is a requirement.

A full license is recommended at this time.

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

Date: 09/22/2026

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**.