Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: Pee Wee Paws

Provider No.: 51958

Address: 155 3rd ST NE, Primghar, IA, 51245

County: Obrien

Director's Name: Anna Wagner

On-Site Supervisor:

Phone Number: 7129573755

E-Mail: nstoll@soswolverines.org

HHS Visit Date: 09/29/2026

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

Fire Inspection:

Date Inspected: 10/01/2024

Comments:

Report Visit Type:

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

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

- [ ] Accrediation

Program Duration:

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

CHILD CARE CENTER ANNUAL EVALUATION

HOURS:	*Year-round*	*School-Year*	*Summer Only*
Sunday			
Monday		8:15 AM to 11:30 AM	
Tuesday		8:15 AM to 11:30 AM	
Wednesday			
Thursday		8:15 AM to 11:30 AM	
Friday		8:15 AM to 11:30 AM	
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

On September 29, 2026, I conducted an unannounced licensing visit at Pee Wee Paws Preschool, located within South O'Brien Elementary School. During the visit, I met with the program director, Anna Wagner, who has many years of experience in early childhood settings. The preschool has been established for multiple years and serves children in a three-year-old program that meets Monday, Tuesday, Thursday, and Friday from 8:15 to 11:30 a.m. The program follows the South O'Brien school calendar, including any weather-related closures.

The preschool collaborates closely with the district's early childhood services. A small number of children from the ECSE classroom may attend the preschool, with designated spots reserved for these students. In addition, the program partners with the ELS classroom, allowing children to join the preschool group with support from their paraeducators to build social and communication skills in a peer setting. At the time of the visit, 18 children were enrolled, and 18 were present. I observed all areas of the program, including classroom routines, nutrition practices, health and safety procedures, outdoor play, transportation protocols, and administrative documentation.

The classroom offered a variety of learning centers that encouraged exploration and hands on engagement, including areas for sensory play, building materials, writing, art, science activities, early math, dramatic play, and puzzles. Children were actively participating throughout the morning—moving between centers, engaging in free play, and an art activity. The class is currently exploring a unit on trees, beginning with a conversation about what the children already understand about them. Their ideas were enthusiastic and imaginative—one child mentioned that pandas like to climb trees, another suggested cheetahs can run up them, and several noted that apples grow on tree branches. As part of this learning theme, the teachers introduced hands-on activities to help children connect their ideas to real-world concepts. One activity involved using sponges to paint leaves onto tree outlines, giving the children a chance to experiment with texture, color, and pattern while

strengthening fine motor skills. The lesson encouraged creativity, supported early science learning, and allowed the children to express what they know about nature through art.

Staff demonstrated strong classroom management, maintaining structure and gently redirecting children when needed. Daily schedules and menus were posted, and breakfast snacks are provided through the school's food service department. The program follows CACFP nutrition guidelines. The kitchen and food storage areas appeared clean and well maintained, and refrigerator temperatures were appropriate. Staff interactions with children were warm and supportive. Teachers and assistants sat with children during activities and snack time, engaging them in conversation and providing assistance when needed. The preschool does not administer medication. A fully stocked first aid kit was available. Monthly fire and tornado drills were documented, and radon testing results were within acceptable levels. The annual heating inspection had not yet been provided at the time of the visit. The facility is equipped with a functioning carbon monoxide detector.

Outdoor play occurs on a shared playground beside the school building, used by both the preschool and other early childhood programs. The area is enclosed with fencing and features poured rubber surfacing for safety. Children have access to tricycles, helmets, toys, and a paved riding path. They have added rubber tiles as a fall surface. The playground and indoor spaces were observed to be clean, and staff consistently modeled proper hygiene and handwashing routines.

For off-site activities, the preschool utilizes the South O'Brien school bus, including trips to locations such as the pumpkin patch. Overall, the program appeared organized, child-centered, and attentive to both safety and learning needs.

2. Identify Observed Strengths of the program

The preschool proudly supports families in the area by offering bus transportation to nearby childcare centers and in-home daycare providers, helping ensure children can safely and easily get to where they need to be each day.

This center is nearing Level 1 certification in Iowa's IQ4K quality rating system, which is an encouraging milestone. Reaching this level shows the program is committed to meeting foundational quality standards in areas such as health and safety practices, staff training, learning environments, and family support. Although Level 1 is an entry point in the system, it demonstrates that the preschool is actively working toward continuous improvement and investing in practices that help children learn and thrive. It's a strong indicator that the program is building a solid foundation for higher quality benchmarks in the future.

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

Targeted Assessment: Behavior Management

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

Anna shared that she and Trisha work well together and feel comfortable supporting one another when challenges arise. Both staff members are trained in PBIS (Positive Behavioral Interventions and Supports), which plays an important role in helping them manage moments of frustration. PBIS gives teachers a framework for promoting positive behavior through consistent expectations, proactive routines, and calm, supportive responses. Because they use the same strategies and language, Anna and Trisha can step in for each other, redirect children smoothly, and keep the environment steady even during stressful moments. This shared approach helps reduce frustration, supports emotional well-being for staff and

children, and maintains a calm, predictable classroom atmosphere.

Please let email this consultant the completed boiler inspection.

Please request the onsite supervisor in IPOWER for Trisha.

A full license is recommended 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**.