Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: KidZone Child Care Center

Provider No.: 6548

Address: 481 Pin Oak Dr, Ida Grove, IA, 51445

County: Ida

Director's Name: Sidney Jones

On-Site Supervisor: Stephanie Roeder

Phone Number: 7123642061

E-Mail: kidzone2061@gmail.com

HHS Visit Date: 05/26/2026

Licensing Period: 06/01/2026 to 06/01/2028

Fire Inspection:

Date Inspected: 07/12/2023

Comments:

Report Visit Type:

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

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

Quality Rating: 1

- [ ] 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 5:30 PM		
Tuesday	5:30 AM to 5:30 PM		
Wednesday	5:30 AM to 5:30 PM		
Thursday	5:30 AM to 5:30 PM		
Friday	5:30 AM to 5:30 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	16	11	14	23	64
Summer					0

1. Basic Overview

I completed an unannounced visit at Kidzone Daycare Center in Ida Grove, Iowa. I met with Director Sidney Jones, who has several years of experience working in this childcare program. Ms. Jones recently completed the Leaders in Early Education Administration Development (LEAD) training, a professional development program designed to strengthen leadership, administrative skills, and program management practices for early childhood administrators. The center serves children from infancy through 12 years of age and operates Monday through Friday from 5:30 a.m. to 5:30 p.m.

All areas of the program were observed during the visit, including classroom environments and activities, nutritional practices, health and safety procedures, playground supervision, field trip and transportation practices, and an administrative file review. The program currently has 62 children enrolled, with 40 children present at the time of the visit, reflecting an increase in enrollment since my previous review. Sidney's office, as well as the classrooms throughout the center, have interior windows that allow for clear observation and visibility.

All classrooms contain a posted daily schedule, menu, and a list of planned activities. Each room is arranged in a thoughtful, inviting manner, with learning materials placed at the children's level to encourage exploration and independence. The walls display a wide variety of visual aids, including numbers, letters, children's artwork, and printed signs designed to engage children's curiosity. Many of these visuals show pictures paired with the written word, or numbers alongside a matching quantity of objects, reinforcing early literacy and numeracy throughout the day.

Classroom routines include discussions about the weather, daily attendance, and reviewing which children are present. These activities help foster a sense of community and predictability for the children. Each classroom also assigns simple responsibilities, such as serving as the line leader or helper of the day, giving children opportunities to take on leadership

roles and develop confidence. The overall environment feels structured yet warm, with staff creating a welcoming space that supports daily learning and positive interaction.

The center uses a theme-based curriculum that is aligned with the Iowa Early Learning Standards. Each theme provides a clear structure for introducing new vocabulary, early literacy concepts, math skills, and hands-on learning experiences that match children's developmental levels. Teachers integrate these themes into daily routines and activities, allowing children to explore ideas through stories, art, sensory play, and group discussions. This approach also strongly supports social-emotional growth. The themes often include opportunities for children to practice cooperation, sharing materials, taking turns, expressing their ideas during group time, and participating in classroom jobs such as line leader or helper of the day. These experiences build confidence, independence, and a sense of belonging in the classroom community. By combining structured thematic learning with play-based exploration, the curriculum helps children develop the foundational skills needed for school readiness, including early language and number concepts, problem-solving abilities, and the social-emotional skills essential for success in kindergarten.

The center maintains two separate playground areas to meet the developmental needs of different age groups. The playground for the younger children is surfaced with turf, providing a soft, safe space for early walkers and toddlers to explore. The second playground, designed for older children, is surfaced with wood chips and offers a variety of age-appropriate climbing structures and play equipment. In addition to the two main play areas, there is a designated space where children can ride tricycles and other riding toys, supporting gross-motor development and cooperative play. Both playgrounds offer shaded areas that allow children to play comfortably during warmer weather. All toys and equipment observed were in good repair, contributing to a safe and engaging outdoor environment for the children.

Radon testing has been completed, and results are within an acceptable range. The center's fuel-burning appliance was inspected this year, and all required emergency drills—including fire and tornado drills—are conducted and documented monthly. Monthly playground equipment inspections are also completed to ensure ongoing safety. The program's vehicle is maintained on a regular schedule and has recently undergone a full inspection, supporting safe and reliable transportation for children.

I observed consistently positive and developmentally appropriate interactions between staff and children throughout the center. Staff members engaged children in conversation, asked open-ended questions, and patiently guided them through activities. Teachers were attentive and responsive, offering comfort when younger children needed reassurance and celebrating successes with genuine enthusiasm. Staff used calm tones, gentle redirection, and clear expectations, promoting a supportive environment where children felt safe, valued, and confident to participate. These interactions reflect strong social-emotional support and contribute to the warm, nurturing atmosphere observed throughout the program.

observed strong sanitation practices throughout the center. Staff were attentive to handwashing procedures and modeled proper hygiene for the children, who were encouraged to wash hands before meals, after outdoor play, and following restroom use. The center follows the Head Start menu, as they share the building, ensuring that meals meet established nutritional guidelines. The kitchen area was clean, well-organized, and equipped to support safe food handling. Appropriate food preparation procedures were observed, and staff demonstrated awareness of proper storage, temperature control, and cleanliness standards.

Ms. Jones demonstrates a forward-thinking approach to leadership and has a clear vision for the future of the center. She shared her goal of increasing enrollment and exploring opportunities for program expansion to better serve families in the community. Her focus on long-term planning and program growth reflects a strong commitment to the continued development and sustainability of the center.

2. Identify Observed Strengths of the program

The center participates in busing through the local school system, which demonstrates their willingness to collaborate and support the Continuum of Care program. This partnership reflects the center's commitment to providing consistent, accessible services for families and ensuring children have reliable transportation options as part of their daily routine.

I observed effective classroom management across all rooms, with staff maintaining calm, organized learning environments. Transitions between activities were smooth and well-structured, with teachers giving clear cues and using consistent routines to help children understand what was coming next. Staff demonstrated strong redirection skills, gently guiding

children back to tasks or helping them make positive choices without disrupting the flow of the classroom. These practices contributed to a relaxed, predictable atmosphere where children appeared comfortable, engaged, and confident moving from one activity to another.

This center is currently rated as a Level 1 in the IQ4K (Iowa Quality for Kids) system, indicating that the program meets foundational quality standards and is actively engaged in the state's quality improvement process. This rating reflects the center's commitment to maintaining compliance with licensing requirements while continuing to build toward higher levels of quality through ongoing professional development and program enhancement.

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.

109.9(2)d: All files contain sufficient information and authorization to allow the center to secure emergency medical and dental services at any time child is in center's care.

109.9(2)i: Preschool (for children five years and younger not enrolled in school): Physical exam report submitted within 30 days of admission, was obtained no more than 12 months prior to admission, is signed by a licensed MD, DO, Chiropractor, PA, or ARNP, and contains health history; present health status including allergies, medications, and acute/chronic conditions; and recommendations for contin

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

Ms. Jones reports that she and her staff maintain open communication regarding any frustrations or challenges that arise, and they work together to identify constructive ways to address them. Staff are trained in PBIS (Positive Behavioral Interventions and Supports), an evidence-based framework that focuses on teaching and reinforcing positive behaviors, creating clear expectations, and using consistent, supportive strategies to guide children. This training helps staff respond to behaviors proactively and calmly, promoting a positive classroom climate and supporting children's social-emotional development. Ms. Jones routinely observes her staff through the center's video feed and is frequently present in the classrooms to provide ongoing support and assessment. These practices allow her to monitor interactions, offer guidance, and address any concerns in real time. Staff confirmed that they have a positive working relationship with one another and feel comfortable communicating openly. They reported that if frustrations arise, they are able to let one another know when they need a short break, which supports a healthy, collaborative work environment and helps maintain calm, consistent care for the children.

Director needs to email consultant by 07/01/26 of those aspects cited that don't meet licensing standards. Please request on-site supervisor role in IPOWER for Stephanie Roeder.

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

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

Date: 05/29/2026

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**.