Iowa Department of Human Services
CHILD CARE CENTER EVALUATION AND RECOMMENDATION FOR LICENSE

Name of Center: NICAO Early Head Start-Manly **Enrollment:** 21 **License ID No. (Reapplications)** 33767

Street: 209 N Broadway St **City:** Manly Iowa **Zip** 50456 **County:** Worth

Mailing Address: PO Box 1627, Mason City, IA, 50402

Director's Name: Megan Judish **Phone Number:** 641-494-1891

On-Site Supervisor(s): Becky Jutting **E-Mail:** mjudisch@NICAO-ONLINE.ORG

Date(s) of Visit: 01-15-2025

X **Licensing Visit** X **Unannounced Visit** **Off Year Visit** **Administrative Change**

LICENSING VISITS

New Application X **Re-Application** **NA**

Signed Application (470-0722) Received **Yes** **No** X **NA** **Date Signed:**

FIRE INSPECTION X **State** **Local** **NA** **Is Fire Inspection Approved?** X **Yes** **No** **NA**

Date Inspected: 01-23-2023

Comments :

LICENSE TYPE: X **Child Care** **Preschool (ages 3-5 meets three hours or less per day)**

Financial Type: Profit X Non-Profit NA

Accredition: Accredited X NAEYC NSACA Other NA

Program Serves: X Infants (0-23 mo.) X 2 Years Preschool-Age School-Age

Get-Well Evening Care Special Needs

SCHEDULE: X Year-round School-Year Summer Only

HOURS:	*Year-round*	*School-Year*	*Summary Only*

LICENSE CAPACITY	Infants	2 Years	Preschool	School-Age	Capacity
General	20		26		46
Summer					0

QRS Rating: 4

RECOMMENDATION FOR LICENSE:	
X	**FULL** license from 01-01-2025 to 01-01-2027
	PROVISIONAL license from
	DENIAL of initial application
	SUSPENSION of license
	REVOCATION of license

Licensing Consultant: Raymond Salsbury **Date:** 02-03-2025

I. IF CURRENT LICENSE IS PROVISIONAL, IDENTIFY THE CORRECTIVE ACTIONS

NA

II. IDENTIFY THE AREAS OBSERVED ON THE VISIT:

An unannounced annual visit was made to the Manly Early Head Start on 01-15-25 Beckie Jutting is the Center Lead Teacher and on-site supervisor but she was not in on the day of the visit. Becky has been with the program since 2019. Jaime Haugland is the assistant teacher of the Head Start class. Connie Ryan, and Jayla Froiland are the teachers of the Early Head Start class. All are are well qualified for the positions they hold based on their education and experience in early childhood education. The program is one of several Head Start sites overseen by NICAO with Megan Judish as the executive director. The center provides Early Head Start (EHS) programming for children 2-3 years of age, and regular Head Start (HS) programming for older 3-4 year old children. There are currently 21 children enrolled in the program with 5 children in the Early Head Start class though 3 additional children are scheduled to start in the next couple of weeks, and 16 children in the Head Start class. In addition to the 4 teachers there is a cook, a home worker, and an area manager with the center. All aspects of the program subject to licensing standards were reviewed.

The layout, arrangement, and programming of the center remains the same as in prior visits. The building has two classrooms located on either side of a main entry hall. The EHS class is located in one room, and the HS class in the other. The facilities were observed to be clean with no concerns noted due to maintenance. Restrooms are directly accessible from the classroom space of both rooms, and a changing station is also available in the classroom of the EHS room. The EHS classroom did move the changing station back into the classroom programming area which does allow staff to be able to continue to provide a level of supervision in the room. Additional sinks are present in the classrooms to facilitate hand washing. Windows along the exterior walls provide ample natural light, ventilation, and a view of the outdoors. Secondary exits provide direct egress to the outdoors from both classroom spaces. Both exits were clear of obstruction and opened easily and freely. The EHS classroom is divided using a mobile gate and fence system that separates the cots and sleeping area from the main programming space. The gate is easily operated to allow access, and other furniture items are arranged along the fence to reduce the risk of individual stepping or climbing over the barrier. The HS classroom has a more open floor plan making use of furnishings, shelving, and play structures to define activity centers that include dramatic play, group learning, art/crafts, blocks, reading, science/discovery, sand/water play, and small manipulatives. Both rooms have a variety of activity centers that were accessible to the children. Each center was stocked with toys and materials that were in good repair and appropriate to the ages of the children present.

A copy of the daily schedule and planned curriculum was posted for both classes. The HS classroom had a curriculum focus of "Pets", and the ESH had a focus of "Shoes". The HS class did have a substitute teacher but with the established curriculum, programming, and the classroom assistant present there was no observed disruption to the class. This included the class continuing to follow the planned schedule which included moving between activities of breakfast, to teacher lead group learning, and small group activities. The EHS classroom also followed the planned schedule although the class uses a more individual child interest driven plan but still had the teachers doing individual and group activities with the children. This included one teacher calling the children over one at a time to engage in a painting activity, and later moving to a group activity. The center uses a very proactive approach to behavior management which was observed to be well implemented on the day of the visit. In the HS classroom there was one child that was observed to not want to engage with the class and rather than require the child to participate the teachers ignored behavior that was not disruptive or unsafe but redirected the child as needed and encouraged the child to rejoin the class. The center also uses "reminder cards" that

provide the children with visual cues as to acceptable behaviors and alternatives. All of the teachers used positive, engaging, and energetic tones of voice when speaking to the children. This resulted in the children responding well to the teachers, and appearing to enjoy their time at the center with no behavioral outbursts.

Good health and safety practices were observed in both classrooms on the day of my visit. I was able to observe a diaper change in the EHS classroom and the teacher did follow the required procedures. While visiting the HS classroom the teachers did have children use the restroom and provided supervision and assistance to those that needed it. This included assisting the children with toileting, standing diaper changes, and hand washing. The teachers did direct the children to wash their hands after restroom use, before/after eating, after wiping their nose, and other times they became soiled. The center also practices oral hygiene with the children having them brush their teeth following meals. The teachers were attentive to issues such as children in the EHS classroom mouthing toys. The teachers would allow the children to continue to play with toys they had mouthed but once the child was done the toys were removed to a bucket until they could be sanitized. When cleaning the teachers ensured that the children were not in the immediate vicinity of the areas where chemical cleaners were being used. Chemical cleaners, over the counter medications, and personal items that could be a safety risk to children are stored in areas where they are not accessible to the children. Both rooms have a first aid kit which were observed to have a good supply of basic materials to address most common first aid needs. There were no children currently taking any medications. Response plans are maintained in the classroom for children with allergies.

The center has a kitchen on site where meals are prepared and again was consistent with the observations made in prior reports. The center continues to use a 5 week menu rotation and a copy of the menus are posted and provides a good variety of nutritious meal options. Good food storage and handling practices were observed to be in place. Breakfast service was ending at the time of my arrival with most children having finished and cleared their plates. For those children that were not done the teachers did not rush the children but allowed them to eat at their own pace. Meals are served in the classrooms family style with the children serving themselves and the teachers assisting as needed. Measured scoops were provided to ensure that all children received a full serving. The teachers also wear food service gloves when preparing, handling, and serving food. The teachers do sit and eat with the children to model good eating habits and social skills.

The center does have playground facilities which is divided in two areas. One area has a large climbing structure which is used by the HS class. The equipment was observed to be in good repair with no maintenance issues identified. The other area consists of an open space with grass, a paved riding track, and other structures that do not include any climbing equipment. That area is available to both classes and is the primary outdoor space for the EHS class. The playground space is fully enclosed by fencing and a fence further divides the two spaces. The center did remove a mature tree from the space that has the riding track which was the main shade option for the playground. The center does still need to add more shade options.

In reviewing administrative records all required notices were posted in an area that was readily visible to all parents and visitors. All child files were reviewed and found to contain all required information. Staff files will be reviewed at the program's central office and any concerns identified will be addressed at that time. Inspection logs were not reviewed during the visit as Becky was out and the staff who were present were not certain where those records were located. During the visit it was noted that the center does have a radon mitigation system. To clarify recent changes which do allow for reduced testing those changes only apply to centers that do not have mitigation systems. For centers with a mitigation system renewed testing is required every two (2) years to ensure that the system is functioning properly and maintaining levels below the cutoff limit of 4.0 piCu/L.

III. IDENTIFY THE OBSERVED STRENGTHS OF THE CENTER:

The center does seek to improve the services provided and implement best practice recommendations by participating in the IQ4K program which has an increasing 5 level scale. The center has improved their standing in that program moving from a Level 3 to a Level 4 rating.

IV. IDENTIFY THE ASPECTS OF OPERATION THAT FALL BELOW THE STANDARDS REVIEWED:

109.10(15)b: Emergency instructions, phone numbers, and diagrams for fire, tornado, and flood shall be visibly posted and documented at least once a month for fire and tornado. Records shall be maintained for current and previous year.
-- Documentation could not be located on the day of the visit.

109.11(3)d: Record of monthly inspections of outdoor recreation area and equipment shall be kept.
-- Documentation could not be located on the day of the visit.

109.11(7)b: Centers at ground level that use basement area as program space, or have a basement beneath program space: Testing and plan for remedy of radon is conducted.
-- Documentation could not be located on the day of the visit.

109.11(7)c: All centers: Annual inspection prior to heating season of all fuel-burning appliances to reduce risk of carbon monoxide poisoning and shall install one carbon monoxide detector on each floor that conforms to UL Standard 2034.
-- Documentation could not be located on the day of the visit.

V. SPECIAL NOTES/RECOMMENDATIONS:

A full license is recommended at this time. Please provide a written response to the licensing consultant identifying a plan of action to correct and maintain those aspects cited as not meeting licensing standards and identifying an anticipated date of compliance. Copies of the required inspection logs/certificates can be provided via e-mail. At least one visit will be made to the center during the next year.

*Note: If you are the Child Care Center Director and you feel something is unclear or unjustly cited, please contact your DHS Licensing Consultant to discuss the issue. The child care director may also send a response which will be placed in the licensing file.

*Note: If you are a member of the general public, there may be additional information contained in the public file. You may contact the DHS Licensing Consultant to inquire.