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

Name of Center: Kids Club - Hubbard-Radcliffe Schools **Enrollment:** 62 **License ID No. (Reapplications)** 16191

Street: 501 Isabella ST **City:** Radcliffe Iowa **Zip** 50230 **County:** Hardin

Mailing Address: PO Box 129, Hubbard, IA, 50122

Director's Name: Brian Mangold **Phone Number:** 515-899-2111

On-Site Supervisor(s): **E-Mail:** bmangold@southhardin.org

Date(s) of Visit: 03-05-2024

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: 03-05-2021

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 NAEYC NSACA Other X NA

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

Get-Well Evening Care Special Needs

SCHEDULE: X Year-round School-Year Summer Only

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

LICENSE CAPACITY	Infants	2 Years	Preschool	School-Age	Capacity
Summer					0
General			10	30	40

QRS Rating: N/A

RECOMMENDATION FOR LICENSE:	
X	**FULL** license from 04-01-2024 to 04-01-2026
	PROVISIONAL license from
	DENIAL of initial application
	SUSPENSION of license
	REVOCATION of license

Licensing Consultant: Raymond Salsbury **Date:** 03-26-2024

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 Kids Club Hubbard-Radcliffe School program on 03-05-24 where I met with Tonia Schossow who was the lead teacher of the ELP program on the day of my visit as the program director, Brian Mangold was not in. Brian has been the school principal and program director since 2018. The program does not have a specific designated lead teacher but rotates between 9 school para-professionals who oversee the day to day operation of the program. The program is located in the Radcliffe Elementary school building and overseen by the school board. The program provides wrap-around daycare services identified as the Extended Learning Program (ELP) for the preschool children, and before and after school care for school age children. The preschool program operates in two sessions with one in the morning and the other in the afternoon and is operated under the oversight of the Department of Education 4 Year Old Preschool Grant program. Full day child care programming is offered on Wednesdays when the preschool program is not in session. The children have the option to attend the ELP program during the opposite session of the preschool class they are enrolled in. There are currently 11 children enrolled in the daycare program morning sessions, 10 in the afternoon session, and approximately 40 attend the before and after school program on a regular basis though it is open to all enrolled children. All aspects subject to licensing standards were reviewed during the visit.

The general arrangement of the program, and layout of the classroom remains the same as in prior visits. The ELP programming is located in a single classroom, and the after school program is operated out of the school gymnasium. The ELP classroom room has a secondary exit providing direct access to the outdoors and preschool playground. This door also serves as the primary entry for the program. Restroom facilities are located directly off the main classroom space so that children do not have to leave the room. Additional sinks are also available in the classroom for handwashing and food prep. Windows along the exterior wall provide natural light, a view of the outdoors, and ventilation. The Kids Club after school programming is located in the school gymnasium which has multiple exits including direct access to the outdoors. One of the direct exits does serve as the main entry for that program. Restrooms for this space are located outside the gymnasium off the main corridor. All areas were observed to be clean with no issues related to maintenance.

The ELP room has a more traditional pre-school design with a large open space that is divided into activity centers through the placement of play structures and furniture that do not create any blind areas. Activity centers include options such as reading, table games/puzzles, large & small manipulatives, dramatic play, group learning, and arts/crafts. The room was observed to be nicely decorated with both work completed by the children, and commercially produced learning concepts postings. The toys and materials where observed to be appropriate to the ages of the children present and in good repair. A copy of the daily schedule was posted but a copy of the planned curriculum was not. The center has followed a general curriculum in the past of themes identified in the formal preschool to maintain continuity. While the preschool program did have a copy of the planned curriculum for that class posted this also needs to be identified for the ELP class if the center is still following that practice.

The After School Program (ASP) as noted is operated out of the gymnasium which has a large open basketball court, bleachers, and stage. The bleachers are pushed back when the program is in operation and trestle tables are present where children can engage in board games, craft activities, homework completion, or other activities that require a stable flat work surface. The balls, games, first aid kits, and other materials used by the ASP are maintained in a storage closet, and cabinet.

The ASP has a less defined schedule with the children arriving and then engaging in self-directed activities with some opting for active play, and others quiet play options. This program uses a more general theme approach to curriculum development identifying themes related to seasons, holidays, etc. to help guide options for things such as craft activities.

Good interactions were observed in both programs with the teachers being actively engaged with the children presenting the program and attending to the children's needs. This included the ELP teacher preparing the snack, playing and talking with the children, helping children transition to either being picked up by their parents, or moving to the ASP. The ASP staff were also observed to be engaged with the children with one staff member involved with the children that were engaged in active play such as soccer and basketball, while the other teacher was engaged with the children that were at the tables doing quiet activities. The program uses a proactive positive approach to addressing behavioral issues with the teacher recognizing positive behavior, redirecting children, and helping them work through problem solving techniques to identify options to resolve issues. Ratio was maintained as required for each program and good supervision was provided in the classroom, and the gym. One issue that was observed was with restroom use for the ASP. As noted restrooms are located outside the gymnasium across the main corridor. Children were observed to leave the area to use the restroom on their own. While it is noted that the children do make use of unsupervised restroom use during the school day, and the building has secured entry even in the after school hours Licensing Standards does require that close and careful supervision be provided at all times which would be considered to have children within sight and sound. Given that there were two teachers in the ASP one could have escorted children to the restrooms. In situations where they may only be one teacher present using an approach of standing in the doorway where the children going the restroom and the children remaining in the gym could be seen would be a better option than sending children to an area where staff would be wholly unware of their activities or needs.

Good health and safety practices were observed on the day of my visit. Chemical cleaners, medications, personal belongings, and other items that could pose a safety risk to children were kept in storage where they were not accessible. While the school custodial services do the primary cleaning of the facilities the staff do clean as needed and good cleaning practices were observed. The teachers did clean the table both before and after snack service, and waited for children to be out of the immediate area before doing so. There were no children currently taking any medications or with a diagnosed allergy. The program makes use of the school nurse to address any concerns regarding medication storage, administration, and documentation. The nurse also ensures that fully developed response plans are obtained for any child with an identified allergy. A limited first aid kit is kept in the classrooms with more extensive supplies in the school nurse’s office. Good hygiene practices were observed with the teachers reminding the children to wash their hands.

The program makes use of a playground that has climbing structures that are appropriate for use by younger children. The equipment was observed to be in good repair though there was a caterpillar crawling tunnel where the head had been removed. The plastic bolts used to mount the head were still present and while of a limited concern for abrasion these should be removed or the head replaced. Foam rubber tiles are used for fall surfacing and as noted in the prior visit the tiles continued to have some minor separation between the tiles. Again while not to the point of being an immediate tripping risk this will need to continue to be monitored for realignment in the future. A storage shed is used to keep other outdoor play items that the children can choose from. The playground is fully enclosed by the building and chain link fencing which was in good repair. The ASP primarily makes use of the gym for large motor skill activities but would also have access to the outdoor playground spaces.

Meals and snacks are prepared and provided by the school cafeteria. Snack items generally consist of prepackaged single serving items. Good food storage practices were observed. I was able to observe the snack service in the ELP classroom on the day of my visit and children were provided with the options of cheese and milk. The teacher did take a poll of the children as to who wanted which options which were then retrieved from the cafeteria. While this did provide the children with two credible options, and the children did have a choice it was reviewed that both options should be brought in sufficient quantity for all children to have one of each and if children then choose to take only one or the other the extras can be returned to the cafeteria or stored in the classroom. This would allow that if a child had initially declined an option but changed their mind they would still have access to the option. A copy of a calendar menu documenting what was served each day was maintained.

In reviewing administrative records the required postings for Mandatory Child Abuse Reporting, No Smoking, and the License Certificate were present and in an area readily accessible to parents, but a copy of the Consultant Contact information was not. In addition because parents use different entries for the ELP and ASP programs, and not all children attend both programs those required notices should be posted at the entry/parent board for each program. The center uses the school enrollment information to maintain contact information for parents and emergency contacts. The school nurse maintains the children's physicals and confirmed that a physical was present for all children. Staff files are maintained at the school district office and were confirmed to have all current background checks, physicals, and training. All inspection logs and certificates were available and current.

III. IDENTIFY THE OBSERVED STRENGTHS OF THE CENTER:

The program has maintained a stable enrollment from the increase that occurred in the prior year with the use of the ELP and ASP programing. This is both in regard to the children and staff. This stability creates an environment where it was observed that the children and staff have very well established routines, and relationships that results in there being very few behavioral issues. Those that did arise were easily addressed with simple reminders and redirection from the teachers.

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

109.4(5): Child Care Centers and Preschool Licensing Standards and Procedures shall be available in the center and a notice stating a copy is available for review. Contact information of the child care consultant shall be included in the notice.
-- A copy of the notice was not present either either program on the day of visit.

109.12(1): Program structure that uses developmentally appropriate practices and written program of activities planned to the developmental needs of children served.Program complements but does not duplicate school curriculum.Schedule of program is posted in a place visible to parents.
-- A copy of the planned curriculum focus for the ELP program was not present 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. 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.