Health and Human Services

Iowa Department of Health And Human Services

CHILD CARE CENTER ANNUAL EVALUATION

Name of Center: KCE Champions LLC @ LECC

Provider No.: 52876

Address: 235 West School St, Lisbon, IA, 52253

County: Linn

Director's Name: Bethany "Bree" Hogue

On-Site Supervisor: Haley Sondgeroth

Phone Number: 3194323608

E-Mail:
haley.sondgeroth@discoverchampions.com
bree.hogue@discoverchampions.com
ssous@discoverchampions.com

HHS Visit Date: 07/01/2026

Licensing Period: 07/01/2025 to 07/01/2027

Fire Inspection:

Date Inspected: 05/07/2025

Comments:

Report Visit Type:

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

License Type:

- [X] Full
- [ ] Provisional

Quality initiative:

- [X] Accrediation

Comments: Corporate Accreditation from Cognia a global leader in advancing excellence in education through accreditation

Program Duration:

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

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HOURS:	*Year-round*	*School-Year*	*Summer Only*
Sunday			
Monday	6:00 AM to 6:00 PM		
Tuesday	6:00 AM to 6:00 PM		
Wednesday	6:00 AM to 6:00 PM		
Thursday	6:00 AM to 6:00 PM		
Friday	6:00 AM to 6:00 PM		
Saturday			

Program Population Served:

- [ ] Infant(0-<24 Months)
- [ ] Toddler
- [ ] PreSchool
- [ ] School Age
- [x] All Ages

LICENSE CAPACITY	Infants	2 Years	Preschool	School-Aged	Capacity
General	52	24	64	117	257
Summer					0

1. Basic Overview

KinderCare Learning Companies, Inc. was founded in 1969 and has grown to become one of the largest providers of childcare in the United States. KinderCare Learning Companies, Inc. is currently primarily owned by Partners Group a Swiss private equity firm as well as other shareholders and investors. KCE Champions LLC is a division of KinderCare Learning Companies, Inc. and included as a core brand along with KinderCare Learning Centers and The Creme School. Specifically, KCE Champions LLC @ LECC - 52876 commenced operations on 7/1/2025 after an ownership change (formerly Lisbon Early Childhood Center - 20939). KCE Champions LLC @ LECC is attached to the Lisbon School which is part of the Lisbon Community School District. The program operates Monday through Friday 6:00am to 6:00pm. LECC serves children age infant through school-age. Current enrollment is 150.

Multi-site regional manager Setara Sous has a BA in criminology, has experience working with children, participates in professional development and been director qualified since January 2024. Multi-site director (Area Manager) Bethany "Bree" Hogue has been with this program since operations commenced in 2022. Ms. Hogue has experience working with children and participates in professional development. Site specific director Haley Sondgeroth has been in the director role since February 2026. Ms. Sondgeroth has experience working with children and participates in professional development.

On 7/1/2026, program space was observed. Primary programming occurs in age defined classrooms. Program materials are organized in cabinets and on shelves for ease of use. Sufficient restrooms including hand washing sinks are available to accommodate total capacity. The program has access to an indoor gym and outdoor play areas. All foods are prepared in the main school district kitchen and brought to the center's kitchenette for serving. On 7/1/2026, areas of study included July 4th and fireworks. Activities observed included infant cares, large group discussion, and center play exploration. Curriculum allowed for a variety of experiences that were observed to pique child interest as well as encourage social

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emotional growth, innovation, the use of social graces and child choice. Routine transitions observed included outdoor to indoor activities, food service rituals, nap preparations, and water/drink breaks. On 7/1/2026, staff were observed to be engaged in programming with the children and providing positive redirection when needed. Children appeared comfortable with staff and to be enjoying their childcare experiences.

2. Identify Observed Strengths of the program

According to the family and employee handbook, the philosophy of KCE Champions LCC is that "...learning is meant to be a natural, joyful experience. Our goal is to help your child develop socially, emotionally, physically, and intellectually. Children thrive when the process of discovery is lovingly encouraged and gently reinforced..."

KCE Champions LLC @ LECC has established the following website for families and the community to learn more about the program: https://www.discoverchampions.com/.

As of 7/1/2026, KCE Champions LLC programs remain for profit and operate under a board of directors having several Chief Operators including ones specific to operations, finance, curriculum and branding. The local management team (e.g. Ms. Sous, Ms. Hogue, Ms. Sondgeroth) remains seasoned and consistent. Management is knowledgeable of licensing guidelines as well as their own policies and procedures. Local KCE Champions LCC program staff have been the recipients of educational excellence awards given during the 2026 Champions 3-Day Conference located at the Gaylord Pacific Resort and Convention Center in Chula Vista, California.

On 7/1/2026, KCE Champions LLC @ LECC was found to have an area for required postings as well as other information. Curriculum continues to focus on six content areas that research shows enhance children’s growth and development as well as help build the essential skills needed to be successful in preschool and beyond: Character Development, Community, Creative Expression, Executive Function, Inquiry-Based Learning, and Literacy. The program provides child interest areas in creative arts, literacy, math and construction, puzzles and games, and science. Daily fitness, healthy eating, and homework assistance (as needed) are part of the program’s operations. Extended school break curriculum continues to be enhanced with guest speaker events and off-site field trips.

KCE Champions LLC @ LECC continues to have and update as needed policies and procedures that include those for safety, daily health checks, hand washing, diapering, cleaning, sanitizing and disinfecting. On 7/1/2026, Ms. Sondgeroth acknowledged how this location's team of staff continue to help ensure the children's space is sanitary and hazard free each day by following their policies and procedures. Ms. Sondgeroth talked about having support from the school (e.g. school kitchen staff, school administration, school maintenance, school custodial team) as to daily building and grounds conditions and repairs. School kitchen is inspected by the Linn County Public Health through contract with DIAL There is an AED on-site.

KCE Champions LLC locations including this specific location have emergency plans, policies, and procedures in place which are annually reviewed and updated as needed. The programs have successfully navigated through air quality alerts (2023, 2025), repeated expansion and acquisition events, and repeated technology outages (7/19/24 global technology outage, 10/10/2025 AWS outage, 10/29/2025 Microsoft outage).

3. Identify the aspects that fall below the standard

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 continued care if necessary.

109.9(2)k: Any child with special health needs, a written emergency plan. Copy shall accompany child if they leave the premises.

109.11(3)a: Center shall ensure that:Facility and premises are sanitary, safe, and hazard free.Sufficient lighting shall be provided.Sufficient ventilation.Sufficient heating.Sufficient cooling.Equipment placed in the program area is maintained so as not to result in injury to the children.

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109.11(4)b: Record of monthly inspections of outdoor recreation area and equipment shall be kept.

109.11(8)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.

109.11(8)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.

4. Any corrective action plans, provisional license, and safety plans-steps to get into compliance

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 continued care if necessary.
- Two child files (MM, NH) lacked documentation of current annual physical exam.

109.9(2)k: Any child with special health needs, a written emergency plan. Copy shall accompany child if they leave the premises.
- One child file (BW) reviewed lacked a written emergency plan for prescribed rescue medication found on-site.
- One child file (MM) reviewed noted a special food-allergy need but lacked any written emergency plan with possible rescue medication.
- One child file (NH) reviewed noted a special food-allergy need but lacked any written emergency plan with possible rescue medication.
- One child file (EL) reviewed had inconsistent written documentation including possible need for rescue medication as to special medical needs and emergency planning.
- On 7/7/2026, management provided written documentation they are working to resolve.
- Allergy postings were not updated and contained inconsistent information in various areas of the center.

109.11(4)b: Record of monthly inspections of outdoor recreation area and equipment shall be kept.
- Documentation of monthly outdoor play area inspection was not found February, March, April, May or June of 2026. Management indicated they will begin conducting and documenting a monthly outdoor play area inspection as of July 2026.

109.11(8)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 of required current radon testing was not found on the day of the monitoring visit. Management indicated radon test kits have been purchased. Management reported testing will commence upon receipt of the tests kits and results forwarded to licensing via email.

109.11(8)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 of the required current annual fuel burning appliance inspection was not found on the day of the monitoring visit. Management reported collaborating with the school district to obtain the current annual all fuel burning appliance inspection and will forward the inspection report to licensing via email upon receipt.

109.11(3)a: Center shall ensure that: Facility and premises are sanitary, safe, and hazard free. Sufficient lighting shall be provided. Sufficient ventilation. Sufficient heating. Sufficient cooling. Equipment placed in the program area is maintained so as not to result in injury to the children.
- Lesson plans and menus posted were not updated in all areas.
- Repair loose cabinet doors and hinges in all rooms.
- Replace missing cabinet handles in all rooms.
- Secure all cabinets being used to store staff personal belongings (e.g. purses, backpacks) and chemicals (e.g. cleaners, sanitizers, disinfectants) as well as the hallway laundry room.
- Expired child medication is in the "Discovers" room.
- The diaper station surface in the 1yo room shall be non-porous and in good repair to ensure proper cleaning and disinfecting between each diaper change.

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- The infant room and "Discoverers" room cubby areas shall be inaccessible to mobile infants and toddlers on both sides by way of US CPSC and ASTM approved secure gates designed to be used around children in childcare (e.g. retractable gates). Do not use furniture to try to block these cubby areas.
- Infant room shall be separated into two sections, by way of a US CPSC and ASTM approved secure gate designed to be used around children (e.g. retractable gate). Do not use furniture or child materials to try separate the space.
- The landline phone receiver in room "Pathfinders" does not properly latch to the wall mounted phone.
- In room "Pathfinders", a child shared with licensing how the room ceiling leaks and there are buckets to catch water sometimes. When asked about this, staff confirmed there has been water leaking into the room from the ceiling.
- Soiled diapers were observed to not be separate from other refuse in the 1yo room.
- Food remnants and candy wrappers were observed in child wagons stored openly in the center hallway (e.g. partial Kit-Kat).
- The young outdoor play area has developed an increased gap between the cushion and cement, has climbing equipment with no cushion surface underneath and has broken plastic toys/items.
- As children entered the "Explorer" room from outdoor play, one child slipped due to the floor being wet.

5. Special Notes/Recommendations

Infant room staff reported they routinely complete infant daily sheets on the program's App but could not do so on the day of the monitoring visit due to the App being down. Ensure if the App is not properly functioning on a particular day, staff are oriented to the program's backup plan for failed technology (e.g. use a paper infant daily sheet).

Ensure all refrigerators are maintained between 32-40 degrees Fahrenheit and freezers are 0 or below degrees Fahrenheit (e.g. school-age room).

Hand washing shall be done at plumbed hand-washing sinks located in all classrooms and restrooms. Hand sanitizer was observed in several rooms and does not replace good hand washing at plumbed sinks.

Ensure child cubby areas are sanitary (e.g. items off the floor, closed foods, wet-soiled clothing bagged).

Please collaborate with the fire marshal regarding the usage of the unsecured gate on the young outdoor play area. Ensure how staff are using it meets fire code.

On the day of this monitoring visit, it shall be noted that there was an incident involving ratio which was addressed in a separate report and not noted here.

Targeted Assessment: Behavior Management
Licensing corresponded with management regarding oversight of behavior management related to helping childcare staff: 1) understand expectations, 2) manage frustrations, and 3) monitor performance.

Ms. Sondgeroth indicated the following:
- When it comes to behavior management in the classroom, my goal as a manager or leader is to coach, model, and brainstorm behavior management techniques with my teachers. I work to support them daily by being involved in the classrooms, supporting as needed when those behaviors occur, and working through those issues with the staff, in the moment. After any particular behavior incident is finished and the classroom has had time to settle, or even after the day has ended, I as a leader make it a point to debrief the incident with my teachers. The goal of this is to talk the situation through with them, discuss what triggers might have caused the behaviors to happen, encouraging them to reflect on actions taken, the classroom in general, and what might benefit the classroom moving forward. Through this conversation, I serve as a consistent coach, offering suggestions, advice, and truly partnering with my teachers so that they understand that they are supported, while also setting the expectations with them surrounding positive guidance, respectful communication, redirection, and professional attitude while working with children.
- In the position I am in, my goal and intent is to make sure that all of my teachers feel supported and understood when it comes to their frustrations with behaviors. Being in the classroom, providing hands-on and in-the-moment support and coaching allows me to be able to observe those teachers and help identify their frustration points. Afterwards, having those debrief conversations with my teachers after behavior incidents allows them time to reflect on the situation, identify their own frustration points or triggers, and talk through them, with the intention of finding resolutions or alternative options to help them respond appropriately when facing the frustration of challenging behaviors. As a leader, I have worked to create

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personal, open, and transparent relationships with all of my teachers, but especially my lead teachers, in order to build trust with them to facilitate open and honest communication surrounding their needs and wishes for support in the classroom.
- As a leader who is present in classrooms as much as possible and works to create a trusting and open relationship with my teachers, I am able to monitor these skills and expectations through repeated observations in classrooms weekly, as well as continued support during time of challenging behaviors. Using our company's "CUE" Cards, I can help identify strengths as well as areas of improvement for each classroom and teacher, discussing these with the teachers, and working with them to come up with strategies to address their areas of improvement. My goal as a leader is to have one-on-one meetings with all of my lead teachers on a consistent schedule in order to continuously open up the conversation about what they feel is going well in their classrooms, what might need changes or adaptations, and how well they are meeting their expectations.

Ms. Hogue indicated the following:
- As the Area Manager, I partner closely with Haley, our Center Director, to ensure our team understands the expectations for professionalism, respectful communication, and appropriate workplace behavior. One of our biggest focuses at LECC has been creating a culture where leadership is present, approachable, and available. We want every team member to know they can come to either of us with questions, concerns, or when they simply need support. Haley leads the day-to-day operations of the center and provides ongoing coaching to the team, while I support her through regular visits, leadership coaching, and oversight to ensure expectations are clear and consistently reinforced.
- Haley and I encourage honest, open communication and want our team to feel comfortable speaking with leadership before situations become bigger concerns. We coach staff to recognize when they are becoming frustrated and encourage them to pause, seek support, and have conversations in a professional and respectful way. (this is something that hasn't been done in the past). We also believe it's important to model those behaviors ourselves, so our team sees what respectful communication and problem-solving look like. We are also using our upcoming Professional Development Day as an opportunity to invest in our Lead Teachers. We have dedicated time to focus on developing their leadership skills so they feel confident leading their classroom teams, coaching peers, and supporting staff throughout the day. By continuing to pour into our Lead Teachers, we are creating another level of leadership and support within the center.
- As we continue building our leadership structure at LECC, Haley and I plan to implement a consistent coaching process that provides regular feedback, recognizes strengths, and creates ongoing opportunities for growth.
As the Center Director, Haley will begin completing classroom evaluations by observing two classrooms each week, with the goal of connecting with each classroom monthly. After each observation, she will meet with the Lead Teacher using our CUE framework. These conversations will start with Cheers, recognizing the many things going well, such as classroom culture, teamwork, evidence of learning, and meeting DHS and Champions expectations. From there, they'll discuss Unlock Opportunities, identifying areas where additional support or coaching may be helpful, and finish with Elevate, working together to identify goals and next steps that continue to strengthen leadership within the classroom.
In my role as Area Manager, I will continue completing a monthly evaluation of the center as a whole, looking at leadership, team engagement, operations, compliance, and the overall culture of the program. Haley and I will use our observations to celebrate successes, identify opportunities for growth, and partner together on follow-up coaching and support. Our goal is to create a consistent coaching process that helps team members feel supported, understand expectations, and have regular opportunities to learn, grow, and be successful in their roles.

A full license is issued. Thank you for the visit.

Date: 07/23/2026

HHS Licensing Consultant: Amy Lyons

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**.