Garage Set

Cause and effect with moving parts, plus open-ended role play. Supports sequencing, positional language (up, down, through) and turn-taking.

CONTENTS
Garage with helicopter, 3 vehicles

MARKET
Dual — Home & Education

WHAT IS IN THE SET

Tolo Garage with Helicopter
32 × 28.5 × 17 cm

Baby Sport
9 × 6 × 8 cm

Baby Roadster
9 × 6 × 8 cm

Baby Sidecar
9 × 6 × 8 cm

WHAT CHILDREN LEARN

Cause & effect
Press and the pad rises; lift the barrier and the car goes; let go at the top and it slides. Five mechanisms, each with one clear result.

Sequencing
In at the barrier, up the ramp, through the wash, park, out. A route has an order, and so does a story.

Language
Up, down, in, out, through, stop, go, wash, charge. Position and action words with something to do.

Fine motor
Steer a small car round a corner, lift a barrier with one finger, set the clock hands.

Imagination
Where is the car going? Who is in the helicopter? The garage is a stage, not a puzzle.

Social play
One car each, one garage. Waiting at the barrier is a turn a two-year-old can take.

TOPIC LINKS

Journeys · Our street · Up and down · Stop and go · Vehicles · Taking turns · Telling the time

ONE SET, FIVE YEARS OF PLAY

12–18m
Pushes a car in and out, presses the pad button, watches the car slide

18m–2y
Drives a route with an adult, lifts the barrier, says 'up' and 'down'

2–3y
Names each station, drives a full route alone, waits for a friend at the barrier

3–5y
Runs the garage with friends — a queue, a wash, a helicopter rescue — and tells where each car went

FOUR WAYS TO USE THE SET

Solo discovery — 12 months+
The garage on the floor, one car. Button, slide, barrier. Enough for a long while.

Adult-led pair — 18 months+
The route, the wash, the barrier. The adult names; the child drives.

Small group — 3–5 years
One car each. The queue and the rescue — turn taking is built into the ramp.

Continuous provision
One garage per room with whichever vehicle sets the setting owns. It is the destination that makes the vehicles a place rather than a heap.

IN THE SETTING

No batteries; sounds come from the child. Safe for teething

Wipe clean; the cars can go through a real wash outdoors

The garage stores its own cars; slide detaches to store flat

Every vehicle available singly — add or replace one, not the set

WHAT TO LOOK FOR

- [ ] Does the child press the button and then look at the pad?
- [ ] Can the child drive the route in order and say each stop?
- [ ] Does the child wait their turn at the barrier without a reminder?
- [ ] Does the child stop at a lowered barrier without being told?
- [ ] Is each car counted once as it comes through the wash?
- [ ] Does the child's part of the story follow from the last child's?

AREAS OF LEARNING

Physical development · Communication & language · Personal, social & emotional · Understanding the world · Mathematics · Expressive arts

EXTEND THE SET

The garage is the step up from the small vehicle sets — it gives every car the setting already owns a destination. Add the rest of the free-wheeling family, or the City Service set for a full forecourt.

Baby Racer

Baby Helicopter

Baby Fire Engine

Baby Police Car

1 Up and Down

12–24 months
1 child + adult

YOU WILL NEED

The garage and the helicopter.

WHAT TO DO

1. Put the helicopter on the pad. Press the button. "Up!"
2. Press again. "Down." Do it twice more, slowly, saying the word each time.
3. Take your hand away. Wait. See if the child presses.
4. Move to the slide: put a car at the top, let go. "Wheee — down."

LEARNING FOCUS

Cause & effect · Up and down · Fine motor · Anticipation

Easier — Guide the child's finger to the button the first few times.

Harder — Ask "what will happen?" before pressing, and wait for a word or a look.

WATCH FOR

Does the child press and then look at the pad? Looking for the result is what shows the action has been understood as a cause.

2 Through the Barrier

18 months – 3 years
1–2 children + adult

YOU WILL NEED

The garage and one car.

WHAT TO DO

1. Drive the car to the barrier. Stop. "The barrier is down — we have to wait."
2. Lift the barrier. "Go!" Drive through.
3. Lower it. Drive the car back. Wait again. Let the child lift it this time.
4. Add the second barrier on the way out — two waits on one route.

LEARNING FOCUS

Stop and go · Self-control · Fine motor · Turn taking

Easier — Adult works the barrier; child drives.

Harder — Two children, one car each — the second waits at the barrier until the first is through.

WATCH FOR

Does the child stop at a lowered barrier without being told? Waiting for a signal before moving is self-regulation, and this is a very concrete way to practise it.

3 The Route

2–4 years
1–2 children + adult

YOU WILL NEED

The garage and one car.

WHAT TO DO

1. Show the route once, naming each stop: "in — up — wash — park — slide — out".
2. Let the child drive it. Say the stops together as they go.
3. Ask "where next?" at each stop rather than telling.
4. Drive it again backwards — is that possible? Talk about why not.

LEARNING FOCUS

Sequencing · Position words · Memory · Vocabulary

Easier — Three stops only: in, up, slide.

Harder — The child tells the route before driving it, then checks.

WATCH FOR

Can the child hold five stops in order? Telling the route before driving it is planning; 'where next?' answered without help is the sequence internalised.

4 Car Wash

2–4 years
1–3 children + adult

YOU WILL NEED

The garage and all three cars. Optional: a little real water and a cloth, outdoors.

WHAT TO DO

1. "The cars are dirty!" Line them up outside the wash.
2. Drive the first through. "Clean!" Park it on the other side.
3. Next car. Count the clean ones as they come out: one, two, three.
4. "How many are still dirty?" Look, count, finish.

LEARNING FOCUS

Counting · One-to-one · Sequencing · Care

Easier — One car, washed and parked, repeated.

Harder — Wash them in colour order that the adult calls out.

WATCH FOR

Is each car counted once as it comes through? Counting objects that move is harder than counting a row — watch for the one-to-one match.

5 The Queue

3–5 years
2–3 children + adult

YOU WILL NEED

The garage and all three cars, one per child.

WHAT TO DO

1. Each child chooses a car. All three drive to the barrier.
2. Agree who is first — youngest, or the colour the adult names. The others wait.
3. First car goes up, parks, slides down. Then the barrier lifts for the next.
4. Round two: the order changes. Who is first now?

LEARNING FOCUS

Turn taking · Waiting · Fairness · Cooperation

Easier — Two children; adult holds the barrier and calls each turn.

Harder — The children decide the order themselves and explain why it is fair.

WATCH FOR

Does the child wait at the barrier without being reminded? Agreeing an order and sticking to it is the social skill; explaining why it is fair is the next step.

6 Helicopter to the Rescue

3–5 years
2–3 children + adult

YOU WILL NEED

The garage, the helicopter and two cars.

WHAT TO DO

1. A car has broken down on the top level. "Oh no — how do we get it home?"
2. The helicopter rises on the pad. It flies to the car. What happens?
3. Each child adds the next part: the helicopter lifts it, the car slides down, the wash, the charge point.
4. End it together and ask "what happened first? And at the end?"

LEARNING FOCUS

Storytelling · Turn taking · Sequencing · Imagination

Easier — Adult tells most of it; each child adds one part.

Harder — Set the clock: the helicopter must be back by three. What time is it now?

WATCH FOR

Does each child's part follow from the last? Joint storytelling round a shared object is where the garage stops being a mechanism and becomes a world.

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