



SET PHOTOGRAPH
TO FOLLOW

First Friends Hospital Set

A doctor, a nurse, two patients and the ambulance that brings them in. Who helps when someone is hurt, what do they do, and how does it feel to be looked after?

AGE

1 – 5 years

CONTENTS

Ambulance, doctor, nurse, 2 patients, clinic furniture

MARKET

Dual — Home & Education

ARTICLE NUMBERS

76089 + hospital figures and furniture

WHAT IS IN THE SET



76089

First Friends Ambulance

24 × 19 × 18 cm

PRODUCT IMAGE
REQUIRED

Doctor

PRODUCT IMAGE
REQUIRED

Nurse

PRODUCT IMAGE
REQUIRED

Two patients and clinic furniture

WHAT CHILDREN LEARN



Emotional literacy

Being hurt, being frightened, being comforted. The hospital is where children rehearse the feelings that come with being cared for.



Language

Doctor, nurse, bandage, better, gently, 'where does it hurt?' Words for the body and for care.



Social play

Helper and helped. Taking a role, swapping it, and finding out what it is like on the other side.



Understanding the world

What happens at the doctor's, and why. Familiarity takes the fear out of the real visit.



Sequencing

Fall, call, ambulance, hospital, bed, better, home. A visit in order is a story and a reassurance.



Fine motor

Seat a patient in the ambulance, lay a figure on the bed, sit the doctor at the desk.

TOPIC LINKS

People who help us

Health care

My body

Feelings

Keeping safe

Hospitals and doctors

Being looked after

Information not verified — Follows the September 2026 sets list (TL0160 without table and chairs). Doctor, nurse and patient figures are not in the 2026 specification sheet as singles — availability, article numbers and images to be confirmed by TOLO. Set photograph to follow the 28 September shoot.



ONE SET, FIVE YEARS OF PLAY



FOUR WAYS TO USE THE SET

- Solo discovery — 12 months+**
The ambulance and one figure. In, out, siren, drive.
- Adult-led pair — 2 years+**
Where does it hurt, don't be scared. The adult takes one role and hands the other over.
- Small group — 3–5 years**
The whole visit, or doctor's rounds, with one figure each.
- Continuous provision**
A hospital corner with the bed, a doctor's bag and the ambulance parked outside — the set that prepares children for a real visit.

IN THE SETTING

- No small parts; figures 12.5 cm; safe for teething
- Wipe clean — and this is the set to wipe most often
- Furniture and figures fit one shallow tray; ambulance beside it
- Every figure available singly — replace one, not the set

WHAT TO LOOK FOR

- ☐ Does the child say a word for each step of the ambulance routine?
- ☐ Does the child offer comforting words without prompting?
- ☐ Does the child work out how many more beds are needed?
- ☐ Can the child name body parts when asked where it hurts?
- ☐ Can the child retell a hospital visit in order?
- ☐ Does the doctor match a treatment to the problem and say why?

AREAS OF LEARNING

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

EXTEND THE SET

Connect the hospital to the rest of the rescue — the fire engine and police car bring patients in — and to the family who visits.

- 76086**
First Friends Fire Engine
- 76087**
First Friends Police Car
- 76115**
First Friends Mother
- 76116**
First Friends Baby with Crib



1 Into the Ambulance

12–30 months
1 child + adult

YOU WILL NEED

The ambulance and one patient figure.

WHAT TO DO

1. Show the ambulance. Open the back. Say "in you go" and seat the patient.
2. Close it. Make the siren. Drive across the floor. "Nee-naw!"
3. Arrive. Open the back. "Out you come — all better!"
4. Let the child do it. Say the words with each step.

LEARNING FOCUS

Fine motor

In and out

Sounds

Routine

Easier — Adult seats the figure; child pushes and makes the siren.

Harder — Two patients — who goes first? Why?

WATCH FOR

Does the child say or sign a word for each step? Pairing action and word is the beginning of pretend play with language.

2 Where Does It Hurt?

2–4 years
1–2 children + adult

YOU WILL NEED

The doctor, one patient, a small square of cloth for a bandage.

WHAT TO DO

1. The patient has fallen over. The doctor asks "where does it hurt?"
2. The child points to a part of the figure — knee, head, arm — and names it.
3. The doctor looks, says something gentle, and wraps the bandage.
4. "All better!" The patient stands up and walks. Swap roles.

LEARNING FOCUS

Body words

Vocabulary

Role play

Gentleness

Easier — Adult is the doctor; the child points and names.

Harder — Ask "how did it happen?" and let the child tell the story.

WATCH FOR

Listen for body parts named without prompting, and for gentle words. A child who asks the question themselves has taken the helper's role.

3 Don't Be Scared

3–5 years
2–3 children + adult

YOU WILL NEED

The nurse, one patient, the bed.

WHAT TO DO

1. The patient is on the bed and worried. Ask "how is she feeling?"
2. "What could the nurse say?" Let the children offer words. Try each one out with the figure.
3. "What could the nurse do?" Hold a hand, explain, bring a toy. Act it out.
4. Ask "how does the patient feel now?" and then "how does the nurse feel?"

LEARNING FOCUS

Empathy

Feelings

Comfort words

Perspective

Easier — Adult voices the patient; the child voices the nurse.

Harder — A parent figure is worried too — who reassures the parent?

WATCH FOR

Listen for comforting words offered unprompted, and for feelings named on both sides. Thinking about how the helper feels is a real step in perspective-taking.



4 From the Fall to Home

3–5 years
2–3 children + adult

YOU WILL NEED

The whole set. A cloth for the playground where the fall happens; the First Friends house if there is one.

WHAT TO DO

1. Start at the playground. Someone falls. "What happens first?"
2. Call for help. The ambulance comes. In the back, siren, off to hospital.
3. The doctor looks, the nurse helps, the patient rests on the bed. Then: better!
4. Home in the ambulance. Ask "what happened first? Then? At the end?"

LEARNING FOCUS

Sequencing

Storytelling

Role play

Cooperation

Easier — Three steps: fall, doctor, better.

Harder — Two patients arrive at once — who is seen first, and why?

WATCH FOR

Can the child retell the visit in order? Sequencing a story they have just acted out is the bridge from play to narrative — and a rehearsal for the real thing.

5 Beds for Everyone

3–5 years
1–3 children + adult

YOU WILL NEED

The bed, the patients, extra First Friends figures if available, blocks as extra beds.

WHAT TO DO

1. One patient, one bed. Fine. A second patient arrives. "Is there a bed?"
2. Count patients, count beds. "How many more beds do we need?" Add a block.
3. A third arrives. Count again. Make enough.
4. Now a patient goes home. "How many beds are empty?"

LEARNING FOCUS

Counting

One-to-one

More and fewer

Problem solving

Easier — Two patients, two beds; match without counting.

Harder — Five patients, three beds — how many are waiting?

WATCH FOR

Does the child solve 'enough?' by matching, or by counting both sets? Saying how many more are needed is a first subtraction.

6 Doctor's Rounds

4–5 years
3–4 children + adult

YOU WILL NEED

The whole set and two or three extra figures. Simple 'problem' cards with pictures: a bumped head, a cut knee, a tummy ache.

WHAT TO DO

1. Give each patient a problem card. The doctor doesn't know what it is.
2. The doctor visits the first bed and asks. The patient shows and tells.
3. The doctor decides what to do — bandage, medicine, rest — and says why.
4. Next bed. Then swap: a new doctor, new cards.

LEARNING FOCUS

Speaking and listening

Turn taking

Reasoning

Role play

Easier — Two patients, adult as doctor the first time round.

Harder — The doctor has to remember all three problems and report them to the nurse at the end.

WATCH FOR

Listen for questions asked, answers given in sentences, and a treatment matched to the problem with a reason. Reporting back at the end is recall and sequencing together.

